DOCUMENT RESUME

ED 220 585 CE 032 530

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TITLE Articulated Instruction Objectives Guide for Business English (Module 8.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I.
INSTITUTION Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.
SPONS AGENCY South Carolina Appalachian Council of Governments, Greenville.
PUB DATE Feb 82
NOTE 131p.; For related documents see CE 032 524-529.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Abbreviations; Articulation (Education); *Business Communication; *Business English; Business Skills; Capitalization (Alphabetic); Communication Problems; Communication Skills; *Competency Based Education; Grammar; Guidelines; Job Skills; Language Skills; Listening Skills; *Office Occupations Education; Postsecondary Education; Program Development; Program Implementation; Punctuation; Secondary Education; Speech Skills; Spelling; Vocational Education; Writing (Composition); Writing Skills

ABSTRACT

Developed during a project designed to provide a continuous, competency-based line of vocational training in business and office education programs at the secondary and postsecondary levels, this package consists of an instructor's guide and learning module for a course on Business English. Various aspects of implementing and articulating secondary and postsecondary Business English courses are covered, including course content, performance standards, student-teacher agreements, suggested instructional times, tasks addressed in the courses, outcome-referenced measures, equipment needed, and references. Among those topics addressed in the task sheets are grammar; punctuation; abbreviations; capitalization; developing paragraphs; using reference materials; composing business letters, short memorandums, correspondence, and reports; developing a bibliography; demonstrating oral conversation skills; using positive body language; developing listening skills; and solving communication problems. The task sheets contain some or all of the following: performance objectives, performance actions, suggested instruction times, performance standards, and related technical information. (MN)

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ARTICULATED INSTRUCTION OBJECTIVES GUIDE

FOR

BUSINESS ENGLISH

(MODULE 3.0)

PROJECT PERIOD

March, 1981 - February, 1982

(Pilot Model)

PREPARED BY
VOCATIONAL ARTICULATION
TASK FORCE COMMITTEE FOR BUSINESS AND OFFICE EDUCATION
REPRESENTING
THE SCHOOL DISTRICT OF GREENVILLE COUNTY
AND
GREENVILLE TECHNICAL COLLEGE
GREENVILLE, SOUTH CAROLINA

OCCUPATIONAL EDUCATION ARTICULATION PROGRAM
FUNDED BY
SOUTH CAROLINA APPALACHIAN COUNCIL OF GOVERNMENTS

U.S. DEPARTMENT OF EDUCATION
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FEBRUARY, 1982

EDITION I

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ACKNOWLEDGEMENT

While this articulated, performance-based instruction objectives guide is the product of the work of all of the Business and Office Education Task Force Committee participants and has been reviewed by all Business and Office Education teachers in The School District of Greenville County, the following teacher initially was responsible for developing Business English: Willisteen Talbert.

The cooperation of the Business and Office Education Office, Office of Vocational Education, South Carolina State Department of Education, is appreciated. The Office allowed the Task Force Committee for Business and Office Education to review a 1981 draft of Business English objectives that the State Office is developing.

Contents

Secondary Business English B-1

Post-Secondary Business English B-2

State Department of Education description B-3

Standards for Business English B-4

Student-Teacher Agreement B-5

Suggested Instruction Hours B-6

Task Listing B-8

Business English B-12
- Seven Parts of Speech B-13
- Four Types of Sentences B-14
- Unity, Coherence, and Emphasis in Sentences B-15
- Punctuate Sentences Correctly B-16
- Standards for Punctuation B-17
- Identify End Punctuation Marks B-22
- List Abbreviations B-24
- Capitalization Rules B-30
- Expressing Numbers Correctly B-33
- Place Sentences in Logical Order for Developing Paragraphs B-40
- Edit and Rewrite Paragraphs Correctly B-41
- Define and Spell Correct Business Words B-42
- Choosing Words for Content B-43
- Use of Dictionary and Thesaurus B-44
- Locate Information in Telephone and City Directories B-45
- Use of Readers' Guide to Periodicals B-46
- Use of English References and Word-Division Guide B-47
- Grammatical, Spelling, and Punctuation Usage B-51
- Structural Parts of a Business Letter B-52
- Write Business Letters in Selected Styles B-53
- Compose Short Memorandum B-54
- Business Letter Responses B-55
- Compose Correspondence B-56
- Compose Messages of Goodwill B-57
- Compose Various Business Communications Using Good Human Relations Techniques B-58
- Compose Personal Data Sheet or Resume B-59
- Compose a Letter of Application B-60

Complete a Job Application Form Using Biographical Data B-61
Compose a Topic Outline for Original Report or Manuscript B-62
Compose a Report or Manuscript B-65
Develop a Bibliography from an Original Report or Manuscript B-66
Write, Edit, and Revise Minutes of Meeting B-67
Demonstrate Oral Business Conversation Skills B-69
Demonstrate Procedures and Conduct During a Job Interview B-70
Display Positive Body Language and Gestures in Oral Presentation B-71
Developing Listening Skills B-72
Solve Communications Problems Effectively B-73

Outcome-Referenced Measures B-74
Seven Parts of Speech B-75
Four Types of Sentences B-75
Unity, Coherence, and Emphasis in Sentences B-75
Punctuate Sentences Correctly B-76
Identify End Punctuation Marks B-85
List Abbreviations B-85
Capitalization B-85
Expressing Numbers Correctly B-86
Place Sentences in Logical Order for Developing Paragraphs B-90
Edit and Rewrite Paragraphs Correctly B-91
Define and Spell Correct Business Words B-91
Choosing Words for Content B-102
Use of English References and Word-Division Guide B-105
Grammatical, Spelling, and Punctuation Usage B-107
Structural Parts of a Business Letter B-110
Write Business Letters in Selected Styles B-110
Compose Short Memorandum B-111
Business Letter Responses B-112
Complete Job Application Form Using Biographical Data B-113
Compose a Report or Manuscript B-115
Develop a Bibliography From an Origianl Report or Manuscript B-117

Proficiency Report B-118

Equipment List B-122

References B-123

BUSINESS ENGLISH

LEVEL: Secondary

TITLE: Business English

DESIGNATION: BUS ENG **COMPUTER NUMBER:** 406

DESCRIPTION: Business English is a two-semester course designed to help students develop competencies in basic phases of communications--writing, speaking, listening, and reading--and in English grammar. Students are instructed in vocabulary building, using the dictionary and other references and choosing words to convey thoughts precisely. Principles of punctuations, capitalization, and abbreviation, and other tools used for writing are included in the course. Units of instruction emphasize the awareness of business etiquette, human relations, and other aspects of business and office work. Constant emphasis is placed on the applicability of the learning to the student's career objectives.

OBJECTIVES: Exercise good judgment and show proficiency in preparation and handling of business correspondence. Recognize the importance of effective communications skills in business correspondence. Identify and recognize correct grammar and word usage and improve vocabulary. Distinguish between correct and incorrect forms of capitalization and punctuation. Display effective oral communications through accurate and clear expression. Utilize language as a tool for thinking, learning, and conveying thoughts. Demonstrate speed and accuracy in locating information through the use of dictionaries, thesauri, word-division guides, and other reference sources. Display a thorough knowledge of the English language and the ability to use it effectively on the job.

PREREQUISITES: Typewriting I
Suggested Grade Level: 12

REQUIRED/SUGGESTED INSTRUCTION HOURS:

System	Year		
Divison	Class	Lab	Total
Credits	1		1
Hours	180		180

PERFORMANCE EVALUATION: Evaluation will be by knowledge and performance tests with an emphasis on the basic skills needed to apply grammar, usage, and style principles in order to prepare written communications that meet the standards of business. Oral communications skills that are important to business success will be tested by performance measurers.

JOB QUALIFICATION: Business English, itself, is not a course intended to qualify the student for employment. It is a collateral course fundamental to success in business and office work.

WORKING CONDITIONS: Typical work hours in professional or business surroundings.

SIMILAR PROGRAMS POST-SECONDARY LEVEL: There is no equivalent course at the post-secondary level in Secretarial Science at Greenville Technical College for which a student may receive advanced standing.

The TEC course, SSC 165, Application of Office Language Skills, is smiliar to the secondary Business English course and a student who successfully completes the exemption requirements for the TEC course, SSC 165, may be awarded advanced standing for work in Business English.

LEVEL: Post-secondary, Secretarial Science

TITLE: Application of Office Language Skills

DESIGNATION: SSC 165

DESCRIPTIVE OBJECTIVE: Given instruction and practice problems, the student will be able to demonstrate the ability to apply grammatical, punctuation, and spelling rules.

PREREQUISITE: None

REQUIRED/SUGGESTED INSTRUCTION HOURS:

System	Quarter		
Division	Class	Lab	Total
Credits	4.5		4.5
Hours			

EXEMPTION REQUIREMENTS: Ten dollar testing fee and successful completion of final examination of SSC 165 or the equivalent.

BUSINESS ENGLISH
(Secondary Level)

Adopted from Outline of High School Credit Courses by the South Carolina State Department of Education (1980 issue).

Business English is designed to help students develop competencies in all phases of communications writing, speaking, listening, and reading. A solid foundation in English grammar is developed. Students are instructed in vocabulary building, using the dictionary, and other references, and choosing words to convey thoughts precisely. Principles of punctuation, capitalization, abbreviation, and other emphasize the awareness of business etiquette, human relations, and other aspects of employment. Student will be able to:

1. Exercise good judgment and show proficiency in the preparation and handling of business correspondence.

2. Recognize the importance of effective communications skills in business correspondence.

3. Identify and recognize grammar and word usage.

4. Distinguish between correct and incorrect forms of capitalization, and punctuation.

5. Display effective oral communications through accurate and clear expression.

6. Utilize language as a tool for thinking, learning, and conveying thoughts.

7. Demonstrate speed and accuracy in locating information through the use of dictionaries, thesauri, word-division guides, and other reference information.

8. Display a thorough knowledge of the English language and the ability to use it effectively for on-the-job experiences.

STANDARDS
FOR
BUSINESS ENGLISH

Correct English usage applies to Business English.

Current recognized references for English usage should be consulted by students as necessary.

Standards that apply may be found in the following curriculum guides of The School District of Greenville County.

Language Arts Composition and Grammar Guide, Grades K-5, Greenville, SC: The School District of Greenville County, 1981.

English Grammar and Composition Guide, Grades 6-12, Greenville, SC: The School District of Greenville County, 1980.

Standards concerning English usage may be found in the Articulated, Performance-based Instruction Guide for Typewriting, Modules 1.0 and 2.0, Greenville, SC: The School District of Greenville County, 1982, and other modules of the articulated instruction guides for Business and Office Education.

For some objectives of the Articulated, Performance-based Instruction Guide for Business English, standards of English usage are included.

Standards concerning English usage and style that were consulted in the development of this guide include the current edition of the United States Government Printing Office Style Manual, Washington, DC: US Government Printing Office, and A Manual for Writers of Term Papers, Theses, and Dissertations by Kate L. Turabian, Chicago: The University of Chicago Press.

STUDENT-TEACHER AGREEMENT
FOR
PERFORMANCE-BASED LEARNING

DIRECTIONS: The student, after reviewing the objectives and standards for the course, either individually or as a member of the class, will check the appropriate course title block, sign his/her name at the bottom of the page, and indicate the school and date. The student and instructor, by signing the agreement indicate that they will abide by the stated objectives and standards of the course.

THIS STATEMENT CERTIFIES THAT I HAVE READ THE OBJECTIVES AND STANDARDS FOR:

( ) Typewriting I

( ) Typewriting II

( ) Shorthand I

( ) Shorthand II

( ) Accounting I

( ) Accounting II

( ) Office Procedures

( ) Business English

( ) Other: _____

AND THAT I FULLY UNDERSTAND THE CONTENT OF THE OBJECTIVES, COURSE REQUIREMENTS, AND GRADING PROCEDURES.

STUDENT'S SIGNATURE _____

SCHOOL _____

DATE _____

INSTRUCTOR SIGNATURE _____

SUMMARY
MODULE 8.0, BUSINESS ENGLISH
SUGGESTED INSTRUCTION HOURS

MODULE/TASK		SUGGESTED HOURS
8.01	Seven Parts of Speech	____
8.02	Four Types of Sentences	____
8.03	Compose Four Types of Sentences that Imply Purpose	____
8.04	Punctuate Sentences Correctly	____
8.05	Identify End Punctuation Marks	____
8.06	List Abbreviations	____
8.07	Capitalization	____
8.08	Expressing Numbers Correctly	____
8.09	Place Sentences in Logical Order for Developing Paragraphs	____
8.10	Edit and Rewrite Paragraphs Correctly	____
8.11	Define and Spell Correct Business Words	____
8.12	Choosing Words for Content	____
8.13	Use of Dictionary and Thesaurus	____
8.14	Locate Information in Telephone and City Directories	____
8.15	Use of Reader's Guide to Periodicals	____
8.16	Use of English References and Word-Division Guide	____
8.17	Grammatical, Spelling, and Punctuation Usage	____
8.18	Structural Parts of a Business Letter	____
8.19	Write Business Letters in Selected Styles	____
8.20	Compose Short Memorandum	____
8.21	Business Letter Responses	____

8.22	Compose Correspondence	____
8.23	Compose Messages of Goodwill	____
8.24	Compose Various Business Communications Using Good Human Relations Techniques	____
8.25	Compose Personal Data Sheet or Resume	____
8.26	Compose a Letter of Application	____
8.27	Compose Application Letter Using Report of Manuscript	____
8.28	Compose a Topic Outline for Original Report or Manuscript	____
8.29	Compose a Report of Manuscript	____
8.30	Develop a Bibliography From an Original Report or Manuscript	____
8.31	Write, Edit, and Revise Minutes of Meeting	____
8.32	Demonstrate Oral Business Conversation Skills	____
8.33	Demonstrate Procedures and Conduct During a Job Interview	____
8.34	Developing Listening Skills	____
8.35	Solve Communications Problems Effectively	____
TOTAL INSTRUCTION HOURS		180

TASK LISTING
BUSINESS ENGLISH

TASK	DESCRIPTION
8.01	(Seven Parts of Speech) Given grammatically correct sentences, identify parts of speech of underlying words in each sentence with 100 percent accuracy.
8.02	(Four Types of Sentences) Given definitions of the four types of grammatical sentences, compose grammatically correct sentences for each of the four types of sentences.
8.03	(Unity, Coherence, and Emphasis in Sentences) Given sentences in a draft business correspondence, rewrite the sentences for unity, coherence, and emphasis.
8.04	(Puntuate Sentences Correctly) Given sentence material with internal punctuation marks omitted, insert correct internal marks of punctuation.
8.05	(Identify End Punctuation Marks Terminal Punctuation) Given sentences requiring end punctuation, complete each sentence by inserting correct end (terminal) punctuation marks (period, question mark, and exclamation point).
8.06	(List Abbreviation) Given a list of items that can be abbreviated such as states, titles, firm names, geographical names, government agencies, academic degrees, and associations, abbreviate each item with 100 percent accuracy.
8.07	(Capitalization) Given a list of words and phrases in which no words have been capitalized, capitalize the items requiring capitalizaiton with 100 percent accuracy.
8.08	(Expressing Numbers Correctly) Given a copy of sentences containing incorrect number expressions, write each sentence correctly observing rules of number expression.
8.09	(Place Sentences in Logical Order for Developing Paragraphs) Given unarranged copy of several sentences, arrange sentences in paragraph form in logical order.

8.10 (Edit and Rewrite Paragraphs Correctly) Given rough-draft copies of several paragraphs, in need of revision, review and edit each item. A checklist will be used to rate performance, and all items must receive an acceptable rating. Correct grammatical skills, punctuation, spelling, and capitalization should be used.

8.11 (Define and Spell Correct Business Words) Given a list of misspelled business words, correct the spelling and define each word with 80 percent accuracy.

8.12 (Choosing Words for Content) Given a set of incomplete sentences and a list of nouns, verbs, and adjectives and adverbs, complete each sentence using the correct words for proper content.

8.13 (Use of Dictionary and Thesaurus) Given a typewritten paragraph with underlined out-of-context words, use the dictionary and the thesaurus to correct the underlined words in the paragraph.

8.14 (Locate Information in Telephone and City Directories) Given case situations requiring information from a telephone directory and a city directory, locate desired information accurately.

8.15 (Use of Reader's Guide to Periodicals) Given a Reader's Guide to Periodicals and a set of tasks requiring use of the periodicals, complete the task with 100 percent accuracy.

8.16 (Use of English References and Word-Division Guide) Given standard English reference materials, complete the task with 100 percent accuracy.

8.17 (Grammatical, Spelling, and Punctuation Usage) Given material containing several sentences that display incorrect grammar punctuation, and spelling, write each sentence correctly.

8.18 (Structural Parts of a Business Letter) Given a typewritten business letter, identify each structural part of the letter with 100 percent accuracy.

8.19 (Write Business Letters in Selected Styles) Given a letter in unarranged form and instructions, write the letter in three acceptable styles with 100 percent accuracy.

8.20 (Compose Short Memorandum) Given information necessary for composing a short memorandum, compose the memorandum using correct grammatical skills, punctuation, spelling, and capitalization rules with 100 percent accuracy.

8.21 (Business Letter Responses) Given a letter of inquiry and request, compose a response to the letter supplying all information requested with 100 percent accuracy.

8.22 (Compose Correspondence) Given three situations requiring communications through business letters, compose an appropriate business letter for each case. A checklist will be used to rate performance. A minimum of six items must be rated acceptable.

8.23 (Compose Messages of Goodwill) Given information necessary for composing messages of goodwill, compose the messages using correct grammatical skills, punctuation, spelling, and capitalization.

8.24 (Compose Various Business Communications Using Good Human Relations Techniques) Given copies of poorly written employment, claim and adjustment, credit and collection, sales and promotion letter, rewrite the letters correctly using good human relations techniques.

8.25 (Compose Personal Data Sheet or Resume) Given a specified format, compose a personal data sheet or resume using correct information and format.

8.26 (Compose a Letter of Application) Given information concerning a specific job or position, compose letter of application for the position using correct grammatical skills punctuation, spelling, and capitalization.

8.27 (Compose Application Letter Using Biographical Data) Given a paragraph of biographical data and a job application form, complete the job application form with 100 percent accuracy.

8.28 (Compose a Topic Outline for Original Report or Manuscript) Given a specific topic for a manuscript or report, correctly compose an outline in preparation for researching and writing a manuscript or report.

8.29 (Compose a Report or Manuscript) Given proper reference material and instructions for writing a manuscript or report on a specific topic, compose a manuscript or report using correct format, grammatical skills, punctuation, spelling, and capitalization.

8.30 (Develop a Bibliography from an Original Report or Manuscript) Given an original manuscript or report, develop a bibliography for the manuscript or report using correct format.

8.31 (Write, Edit, and Revise Minutes of Meeting) Given a classroom situation or a meeting to attend, record and develop the minutes of the meeting using the correct format with accurate content. A checklist will be used to rate performance and a minimum of five items must receive an acceptable rating.

8.32 (Demonstrate Oral Business Conversations Skills) Given simulated office or role play situations requiring oral communications skills for effective business conversations, demonstrate clear, precise, and complete business speech to communicate information, convey instructions, or transmit decisions. Business speech should be slightly more formal than that used with close friends and family and has a specific purpose. Accuracy should be 100 percent.

8.33 (Demonstrate Oral Business Conversations Skills) Given a role-playing situation and a checklist emphasizing proper procedures and conduct for a job interview, complete each task on the checklist with 100 percent accuracy.

8.34 (Display Positive Body Language and Gestures in Oral Presentation) Given a three-minute time limit, a topic and topic outline, and a checklist, deliver a grammatically correct oral presentation displaying positive body language and gestures as suggested on the checklist.

8.35 (Developing Listening Skills) Given a tape recorded conversation, messages to be interpreted, and a set of questions designed to test listening, complete the questions with 100 percent accuracy.

8.36 (Solve Communications Problems Effectively) Given case studies designed to test one's ability to effectively solve written and verbal communications problems in an office situation, solve the problems presented demonstrating English usage acceptable for the business situation.

MODULE 8.0

BUSINESS ENGLISH

MODULE 8.0 BUSINESS ENGLISH

TASK 8.01 SEVEN PARTS OF SPEECH

PERFORMANCE OBJECTIVE:

Given grammatically correct sentences, identify parts of speech of underlying words in each sentence with 100 percent accuracy.

PERFORMANCE ACTIONS:

8.0101 Review the classification of parts of speech.

8.0102 Review nouns, use nouns, identify nouns in sentences.

8.0103 Review verbs, use verbs, identify verbs in sentences.

8.0104 Review adjectives, use adjectives, identify adjectives in sentences.

8.0105 Review adverbs, use adverbs, identify adverbs in sentences.

8.0106 Review prepositions, use prepositions, idenitfy prepositions in sentences.

8.0107 Review conjunctions, use conjunctions in sentences.

8.0108 Identify the seven parts of speech in one or more sentences given by the instructor or from the text.

8.0109 Identify the parts of speech of given sentences exercises. (Suggestion: Diagram the sentences)

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy in identifying parts of speech

RELATED TECHNICAL INFORMATION:

- Diagram sentences.

MODULE 8.0 BUSINESS ENGLISH

TASK 8.02 FOUR TYPES OF SENTENCES

PERFORMANCE OBJECTIVE:

Given definitions of the four types of grammatical sentences, compose grammatically correct sentences for each of the four types of sentences.

PERFORMANCE ACTIONS:

8.0201 Learn to recognize types of sentences classified according to the number and kind of clauses they contain.

a. Simple sentence: One main clause
b. Compound sentence: Two or more main clauses
c. Complex sentence: One main clause and at least one subordinate clause
d. Compound-Complex sentence: Two or more main clauses and at least one subordinate clause

8.0202 In given sentence examples, identify the subject and verb of each main clause and bracket the subordinate clauses (Suggestion: Use diagrams to help).

8.0203 In given sentences, classify sentences in one of the four types.

8.0204 Compose ten sentences of each type with a minimum of two sentences of each of the four types.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Compose grammatically correct sentences for each of the four types of sentences.

RELATED TECHNICAL INFORMATION:

- Diagram sentences.

MODULE	8.0	BUSINESS ENGLISH
TASK	8.03	UNITY, COHERENCE, AND EMPHASIS IN SENTENCES

PERFORMANCE OBJECTIVE:

Given sentences in a draft business correspondence, rewrite the sentences for unity, coherence, and emphasis.

PERFORMANCE ACTIONS:

8.0301 Compose sentences that express a complete thought (unity).

8.0302 Word and arrange given sentences so that they will stick together (coherence).

8.0303 Arrange the parts of given sentences to make upon the reader a forceful impression (emphasis).

8.0304 In given exercises, write or rewrite sentences to demonstrate proper use of unity, coherence, and emphasis.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Rewrite sentence drafts for unity, coherence, and emphasis in business correspondences.

MODULE 8.0 BUSINESS ENGLISH

TASK 8.04 PUNCTUATE SENTENCES CORRECTLY

PERFORMANCE OBJECTIVE:

Given sentence material with internal punctuation marks omitted, insert correct internal marks of punctuation.

PERFORMANCE ACTIONS:

8.0401 Review rules for period, question mark, exclamation point, comma, semicolon, colon, dash, parentheses, brackets, hyphen, quotation marks, apostrophe, and capitalization.

8.0402 Insert correct punctuation in selected sentences or exercises given by the teacher or from the text.

8.0403 Proofread punctuation insertions and correct any errors.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Capitalization rules, 100 percent accuracy
- Punctuation rules
- Punctuation must not change content or meaning of sentences

RELATED TECHNICAL INFORMATION:

- Capitalization rules
- See Task 8.05 for End (Terminal) Punctuation Rules

SEE FOLLOWING PAGES FOR PUNCTUATION RULES.

STANDARDS FOR PUNCTUATION

COMMA

Rules

(1) In citing a date within a sentence, set off the year with commas.
Ex. On May 24, 1975, we transferred our account to a bank in Phoenix.

(2) When two or more adjectives modify a noun, separate them by commas if they bear equal relationship to the noun.
Ex. A brilliant young lecturer gave an interesting, informative talk.

(3) Separate by commas a series of words or a series of phrases.
Ex. They like to receive letters that are short, clear, and friendly.

(4) Use a comma after a dependent clause that precedes a principal clause. (Do not set off a clause used as a subject or predicate.)
Ex. When we are angry, what we say may not be precisely what we mean.

(5) Use commas to set off a nonrestrictive appositive, but do not set off a restrictive appositive.
Ex. Mr. Poe, our professor of English, reviewed the book Autumn Wind.

(6) Separate with a comma two consecutive, unrelated numbers.
Ex. In 1969, 135 firms used this plan. During 1974, 32 discarded it.

(7) Use commas to set off a nonrestrictive clause.
Ex. This trip, which is recommended in all guide books, costs little.

(8) Use a comma to separate coordinate (independent) clauses joined by one of the coordinating conjunctions (and, but, for, nor, or, and sometimes so and yet.)
Ex. A position is open, but I cannot interview anyone to fill it.

(9) Use a comma to set off an introductory phrase containing a verb.
Ex. To qualify for this job, applicants must write effective letters.

(10) Use commas to set off words and phrases that are parenthetic (not essential to the sentence structure).
Ex. Learning to typewrite, for example, requires consistent practice.

(11) Use commas to set off words of direct address.
Ex. Thank you, Mr. Cole, for sending the portraits to me so promptly.

(12) Use a comma to separate a city and a state name.
Ex. Our annual meeting will be held in Cleveland, Ohio, on August 21.

SEMICOLON AND COLON

Rules

(1) Use a semicolon between independent clauses of a compound sentence when no conjunction is used.
Ex. The statements did not come with his letter; they may come today.

(2) Use a semicolon between independent clauses of a compound sentence that are joined by a conjunctive adverb (however, therefore, etc.)
Ex. We had engine trouble; consequently, we could not arrive in time.

(3) Use a semicolon to separate independent clauses of a compound sentence if any of the clauses are punctuated with commas.
Ex. You can take Fay, Helen, and John; and the others will go by bus.

(4) Use a colon to introduce an enumeration or listing.
Ex. Please ship us the following parts: fuse box, light, and switch.

COLON AND HYPHEN

Rules

(1) Use a colon to introduce a question or long quotation.
Ex. The question is this: What experience is necessary for the job?

(2) Two spaces follow a colon except when used between sets of reference initials in the letter or to separate hours and minutes. As a rule, use figures with a.m. and p.m.
Ex. We finished the tour at 12:45 p.m. and left the city at 5:26 p.m.

(3) Use a hyphen in compound numbers from twenty-one to ninety-nine.
Ex. Approximately thirty-seven of the forty-eight delegates attended.

(4) Retain the hyphen in a series of compounds with the same ending or beginning; this is called <u>suspended hyphenation</u>.
Ex. Each 2- and 3-day tour is taken in a school-owned or -leased bus.

HYPHEN AND DASH

Rules

(1) Use a hyphen to join compound adjectives preceding a noun.
Ex. The well-known stateman has been appointed for a four-year term.

(2) Use a dash (--) for indicating a sudden change in thought.
Ex. The best way--perhaps the only way--to have friends is to be one.

(3) Use a dash (--) for emphasis to set off an appositive.
Ex. Your stars--freedom, opportunity, faith--are bright and constant.

(4) Use a dash (--) to introduce the name of an author when it follows a direct quotation.
Ex. "The road to freedom, while narrow, is a two-way street."--Gross.

QUOTATION MARKS

Rules

(1) Enclose a direct quotation with quotation marks.
Ex. This man wrote, "Happiness is not the end of life; character is."

(2) When a quotation is broken by such expressions as he said, enclose both parts of the quotation marks.
Ex. "Great minds," Irving wrote, "have purposes; others have wishes."

(3) Place periods or commas inside the closing quotation mark.
Ex. "What we need," Harry said, "is dirtier hands and cleaner minds."

(4) Place semicolons or colons outside the closing quotation mark.
Ex. She said, "I listen for facts"; I know she concentrates on ideas.

(5) Place question marks or exclamation points inside closing quotation marks when they are part of the quotation; place them outside when they refer to the entire sentence, of which the quotation is but a part.
Ex. Did he read "A New Asia"? I called, "Strike while others sleep!"

(6) Enclose in quotation marks the titles of magazine articles, reports, lectures, subdivisions of printed words, and theses. (Underline or type in all capitals titles of books, magazines, and newspapers.)

PARENTHESES

Rules

(1) Use parentheses to set off parenthetical or explanatory matter.
Ex. Ralph (my cousin) lives in the capital city of Arizona (Phoenix).

(2) Use parentheses when an amount expressed in words is followed by the same amount in figures.
Ex. I can sell my home to them for thirty thousand dollars ($30,000).

(3) Parentheses may be used to enclose enumerations.
Ex. We should all work for (1) speed, (2) control, and (3) good form.

(4) A punctuation mark is placed inside the closing parenthesis if it applies to the parenthetical material.
Ex. Bring the late report with you. (We have a copy of the old one.)

(5) A punctuation mark follows the closing parenthesis if it punctuates the sentence itself.
Ex. I shall call him (the clerk, I mean), but I shall call you first.

(6) A reference in parentheses at the end of a sentence is placed before the period. If the reference is a complete sentence, it is written as a complete sentence and enclosed in parentheses.
Ex. You will find the pictures you desire in the new book (page 137).

APOSTROPHE

Rules

(1) The singular possessive is usually formed by adding 's; but for words having more than one syllable and ending in s, only the apostrophe is added.
Ex. The Countess' son (my boss's uncle) financed his brother's trips.

(2) When plural nouns do not end in s, add 's to form possessive.
Ex. Children's shoes and women's robes are on sale at the local shop.

(3) Add only the apostrophe to form the possessive of plural nouns ending in s.
Ex. The girls' shoes and boys' coats will be shipped by fast express.

(4) The possessive of initials, abbreviations, etc., is formed with s.
Ex. William Wright, Jr.'s signature must appear on the YMCA's checks.

(5) When common possession is to be shown for two or more persons, use 's with the last name only.
Ex. Van and Bert's mother is here; Jan's and Pat's mothers have left.

(6) Possessive pronouns do not take an apostrophe. (It's is the contraction of it is and thus requires an apostrophe.)
Ex. The book is hers. Its cover is torn, so wrap it with great care.

(7) When a one-syllable proper name ends in s, add 's to show possession.
Ex. Bess's talk on current events was better than Mr. Nance's report.

(8) Add only an apostrophe to show possession with a multisyllable proper name ending in s.
Ex. Carl Williams' store is only one block from Vince Marques' house.

(9) Company and organization names sometimes omit the apostrophe.
Ex. She walked from Wilson's Department Store to Citizens State Bank.

(10) It is better not to use the possessive form for inanimate objects; but business sanctions the possessive with day, month, year, etc.
Ex. It's true that eight years' work was destroyed in one day's time.

(11) Use 'd to form the past and past participle of coined words.
Ex. The office manager X'd out the last line; then he OK'd the cable.

MODULE 8.0 BUSINESS ENGLISH

TASK 8.05 IDENTIFY END PUNCTUATION MARKS (TERMINAL PUNCTUATION)

PERFORMANCE OBJECTIVE:

Given sentences requiring end punctuation, complete each sentence by inserting correct end (terminal) punctuation marks, (period, question mark, exclamation point).

PERFORMANCE ACTIONS:

8.0501 Review rules for use of the period, question mark, and exclamation point.

8.0502 Insert correct end (terminal) punctuation in sentence examples (exercise) given by the teacher or from the textbook.

8.0503 Review punctuation answers and correct incorrect responses.

TERMINAL PUNCTUATION

Rules

(1) A complete sentence has a period for terminal puntuation.
Ex. The mastery of an art requires insight and technical proficiency.

(2) A request in the form of a question is usually punctuated with a period.
Ex. Will you please have Mr. Johns sign the six copies of the report.

(3) Use a question mark after a direct question--not after an indirect question.
Ex. He asked how long she has worked for you. When did you hire her?

(4) Use an exclamation point after a word, a phrase, or a sentence to indicate strong emotion or to carry sharp emphasis.
Ex. Your sales met your quota! Congratulations! You earned a bonus.

SUGGESTED INSTRUCTION TIME: Hours

MODULE	8.0	BUSINESS ENGLISH
TASK	8.05	IDENTIFY END PUNCTUATION MARKS (TERMINAL PUNCTUATION)

PERFORMANCE STANDARDS:

- 100 percent accuracy in selecting correct end (terminal) punctuation for given sentences (exercises).

RELATED TECHNICAL INFORMATION:

- Punctuation rules: Period, Question Mark, Exclamation Point

MODULE 8.0 BUSINESS ENGLISH

TASK 8.06 LIST ABBREVIATIONS

PERFORMANCE OBJECTIVE:

Given a list of items that can be abbreviated such as states, titles, firm names, geographical names, government agencies, academic degrees, and associations, abbreviate each item with 100 percent accuracy.

PERFORMANCE ACTIONS:

8.0601 Review current rules for abbreviations.

8.0602 Review current U.S. Postal Service rules for abbreviation of geographical terms (States, etc.).

8.0603 Given a list of items to abbreviate, identify the current accepted abbreviation with 100 percent accuracy.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy in abbreviating typical business used terms such as states, titles, firm names, etc.

SEE SUGGESTIONS FOR ABBREVIATIONS ON FOLLOWING PAGES.

ABBREVIATIONS

1. CAPITALS, HYPHENS, PERIODS, AND SPACING

   a. In general, when abbreviating a word or words, capitalize and hyphenate the original word or words. Use a period after each element of the abbreviation, unless through usage the period is omitted. Allow no spaces after periods except when they follow the initials in names of persons.

      c.o.d. A.B. St. a.m. ft.-lb. J. M. Jones

   b. Omit periods and spaces after initials used as shortened names of organized bodies, if not contrary to usage.

      AEC TVA ARC AFL-CIO

2. GEOGRAPHIC TERMS

   a. You may abbreviate United States when preceding Government of the name of a Government organization, except in formal writing. Spell out United States when it is used as a noun or when it is used as an adjective in association with names of other countries.

      U.S. Government
      U.S. Department of Agriculture
      The climate of the United States
      British, French, and United States Government

   b. With the exceptions noted in paragraph a, preceding, the abbreviation U.S. is used in the adjective position, but is spelled out when used as a noun.

      U.S. foreign policy — the economy of the United States
      U.S. economy — United States Steel Corp. (legal title)

STATE ABBREVIATIONS

Alabama	AL	Montana	MT
Alaska	AK	Nebraska	NE
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Colorado	CO	New Mexico	NM
Connecticut	CT	New York	NY
Delaware	DE	North Carolina	NC
District of Columbia	DC	North Dakota	ND
Florida	FL	Ohio	OH
Georgia	GA	Oklahoma	OK
Gwam	GU	Oregon	OR
Hawaii	HI	Pennsylvania	PA
Idaho	ID	Puerto Rico	PR
Illinois	IL	Rhode Island	RI
Indiana	IN	South Carolina	SC
Iowa	IA	South Dakota	SD
Kansas	KS	Tennessee	TN
Kentucky	KY	Texas	TX
Louisiana	LA	Utah	UT
Maine	ME	Vermont	VT
Maryland	MD	Virginia	VA
Massachusetts	MA	Virgin Islands	VI
Michigan	MI	Washington	WA
Minnesota	MN	West Virginia	WV
Mississippi	MS	Wisconsin	WI
Missouri	MO	Wyoming	WY

Source: Guide to Addressing, U.S. Postal Service, Washington, DC: U.S. Government Printing Office, 1980.

3. ADDRESSES

Words in an address are usually spelled out. Where brevity is required, these abbreviations following a name or a number may be used:

St.--Street	Sq.--Square	Dr.--Drive	NW.--Northwest
Ave.--Avenue	Blvd.--Boulevard	Ct.--Court	SW.--Southwest
Pl.--Place	Ter.--Terrace	Bldg.--Building	NE.--Northeast
			SE.--Southeast

Do not abbreviate county, fort, mount, point, and port.

COMMON ADDRESS ABBREVIATIONS

Avenue .....AVE	Meadows .....MDWS	Shore .....SH
East .....E	North .....N	South .....S
Expressway .....EXPY	Palms .....PLMS	Square .....SQ
Heights .....HTS	Park .....PK	Station .....STA
Hospital .....HOSP	Parkway .....PKY	Terrace .....TER
Institute .....INST	Plaza .....PLZ	Turnpike .....TPKE
Junction .....JCT	Ridge .....RDG	Union .....UN
Lake .....LK	River .....RV	View .....VW
Lakes .....LKS	Road .....RD	Village .....VLG
Lane .....LN	Rural .....R	West .....W

4. NAMES AND TITLES

a. Use abbreviations in firm names as they are shown on the firm's letterhead.

J. Dillard & Sons, Inc.

b. Where brevity in company names is required, the following abbreviations may be used:

Bro.--Brother	Co.--Company	Inc.--Incorporated
Bros.--Brothers	Corp.--Corporation	Ltd.--Limited
		&--and

c. Abbreviate Mr., Mrs., M., Messrs., Mlle, Mme., and Dr., with or without a given name or initial.

Lt. Gov.--Lieutenant Governor
Prof.--Professor
Supt.--Superintendent

d. Use the following abbreviations after a name:

Jr., Sr.
2d, ed, II, III (not preceded by a comma)
Degrees: M.A., Ph. D., LL.D.
Fellowships, orders, etc.: F.R.S., K.C.B.

e. Sr. and Jr. should not be used without given name or initials, but may be used in combination with any title.

A. B. Jones, Jr.; not Jones, Jr., or Mr. Jones, Jr.
President J. B. Jones, Sr.

f. Do not use titles, such as Mr., Mrs., and Dr. in combination with another title or with abbreviations indicating academic degrees.

John Jones, A.B., Ph. D.; not Mr. John Jones, B.B., Ph. D.
Dick Roe, M.D.; not Dr. Dick Roe, M.D., or Mr. Dick Roe, M.D.

g. When the name if followed by abbreviations designating religious and fraternal orders and academic and honorary degrees, arrange the abbreviations in this sequence: Orders, religious first; theological degrees; academic degrees earned in course; and honorary degrees in order of bestowal.

John J. Jones, D.D., M.A., D. Lit.
Richard R. Row, C.S.C., Ph. D., LL.D.

5. PARTS OF PUBLICATIONS

Abbreviations may be used to designate parts of publications mentioned in parentheses, brackets, footnotes, lists of references, and tables, and followed by figures, letters, or Roman numerals.

app., apps.—appendix, appendixes
art., arts.—article, articles
bull., bulls.—bulletin, bulletins
cl., cls.—clause, clauses
ch., chs.—chapter, chapters
col., cols.—column, columns
fig., figs.—figure, figures
no., nos.—number, numbers
p.—page, pages
par., pars.—paragraph, paragraphs
pl. pls.—plate, plates
pt., pts.—part, parts
sec., secs.—section, sections
subch., subchs.—subchapter, subchapters
subpar., subpars.—subparagraph, subparagraphs

subsec., subsecs.—subsection, subsections
supp., supps.—supplement, supplements
vol., vols.—volume, volumes.

6. CALENDAR DIVISIONS

a. When brevity is required, you may abbreviate the names of months, except May, June, and July, when used with day, or year, or both.

Jan. Feb. Mar. Apr. Aug. Sept. Oct. Nov. Dec.

b. The names of days of the week are preferably not abbreviated. If they are, use the following forms.

Sun. Mon. Tues. Wed. Thurs. Fri. Sat.

MODULE 8.0 BUSINESS ENGLISH

TASK 8.07 CAPITALIZATION

PERFORMANCE OBJECTIVE:

Given sentences in which no words have been capitalized, capitalize the items requiring capitalization with 100 percent accuracy.

PERFORMANCE ACTIONS:

8.0701 Review rules for capitalization.

8.0702 In given sentences in which no words have been capitalized, capitalize the items requiring capitalization.

SUGGESTED INSTRUCTION: Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy in capitalization of items in given sentences.

SEE FOLLOWING PAGES FOR CAPITALIZATION STANDARDS.

STANDARDS FOR CAPITALIZATION

1. Capitalize the first word of a sentence or a group of words that is used as a sentence.

2. Capitalize a direct quotation that is a complete sentence. Do not capitalize indirect quotations and direct quotations that are not sentences.

3. The first word following a colon may be capitalized if it is the first word of a rule or of a sentence.

4. Capitalize all proper nouns, including the names of persons, days of the week, months, holidays, geographic localities, races, buildings, government bodies, political parties, historical events, organizations, and so on.

5. Capitalize words like river, lake, street, avenue, building, ocean, school, mountain, park, city, state, company, and hotel when they are part of a specific proper noun.

6. Capitalize adjectives derived from proper nouns.

7. Do not capitalize words that were originally proper nouns but that are no longer associated with the person, place, or thing whose name they carry. (Consult an up-to-date dictionary when in doubt.)

8. Do not capitalize the seasons--spring, summer, autumn, fall, winter--unless they are represented as a person.

9. Capitalize the points of the compass and nouns and adjectives derived from them when they refer to regions of the country. Do not capitalize such words when they merely indicate direction or general location.

10. Capitalize a common noun when it replaces the complete proper name only if the common-noun form warrants the special distinction that capitalization gives it. For example, the U.S. Constitution, but a constitution.

11. Capitalize company referring to your own employer only if office policy requires it. In any case, do not capitalize company in such phrases as our company and this company.

12. Capitalize the names of specific courses of study, but do not capitalize the names of subjects, with the exception of any words that are derived from proper nouns. For example: I plan to take English in the fall.

13. Capitalize such terms as no., chapter, division, section, model, article, exhibit, list, room, volumne, policy. Do not capitalize page, line, paragraph, note, size, and verse.

14. Capitalize the names of specific departments, divisions, committees, and similar units within your own organization, and also the short forms of such names. Do not capitalize these terms when they are preceded by a word other than the. When the word our or your precedes the terms, they are usually not capitalized.

15. Capitalize trade names but not the name of the product itself.

16. Capitalize titles when they precede a name unless the name is used in apposition and is set off by commas. Do not capitalize titles when they follow a name unless they refer to high-ranking government officials on the state, national, or international level. This rule does not apply to titles in the inside address of a letter or to titles typed in an address on an envelope.

17. Capitalize titles used in direct address. Also capitalize titles such as Father, Mother, Uncle, and Aunt, and titles of high government officials when they are used in place of a specific proper name. Do not capitalize such titles when they are introduced by words like a, an, my, his, or our.

MODULE 8.0 BUSINESS ENGLISH

TASK 8.08 EXPRESSING NUMBERS CORRECTLY

PERFORMANCE OBJECTIVE:

Given a copy of sentences containing incorrect number expressions, write each sentence correctly observing rules of number expression.

PERFORMANCE ACTIONS:

8.0801 Review and practice using basic rules for expressing numbers correctly.

Rule: Numbers used as ordinals (first, second, twelfth) in regular sentences must be spelled out.
Thus: "It was Bill's second chance."

Rule: Spell out fractions, with a hyphen, that should stand alone.
Thus: "Bill got two-thirds of it."

Rule: Spell out any number that starts a sentence.
Thus: "Nineteen of us took the trip."

Rule: Use figures for numbers occurring in all technical expressions, such as measurement, symbols, dates, and after cueing words.
Thus: 4'10", 5 percent, 32 degrees, 4 percent, No. 87, Page 34, and Box 19.

Rule: For expression of clock time, use figures if a.m. or p.m. are included and whenever the time is very precise and exact. Spell out numbers when used informally or with the word "o'clock."

Rule: For periods of time and ages, use figures for ages and time expressed in years-months or years-months-days form. Spell out ages and times when not expressed in very exact terms.

Rule: In expressing numbers in addresses; use figures for building numbers, spell out numbered street names when one through ten, use figures of numbered streets higher than ten, and use figures for postal-zone numbers.

Rule: Spell out either of two consecutive numbers in a sentence, preferably spelling out the shorter word.

PERFORMANCE ACTIONS: (Continued)

Rule: When expressing numbers in regular sentences in business letters or reports; spell out numbers one through ten unless they are in a sentence including higher figures, spell out approximate figures than can be expressed in one or two words, and use figures for numbers higher than ten and for all numbers in sentences that include any number higher than ten.

Rule: When expressing amounts of money; use figures and a dollar sign for precise amounts of money, use ".00" only if amounts in the same context include decimals, use figures and the spelled-out word "cents" for amounts under a dollar unless the amounts in the same context require a dollar sign, and spell out only indefinite amounts of money.

8.0802 Express numbers correctly in given sentences.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Express numbers correctly in given sentences containing incorrect number expressions.

SEE THE FOLLOWING PAGES FOR STANDARDS FOR NUMBER USAGE.

SEE THE FOLLOWING PAGES FOR EXAMPLES OF RULES APPLIED.

STANDARDS FOR NUMBER USAGE

1. Spell numbers from one to ten except when used with numbers above ten.

2. Always spell a number beginning a sentence even though figures are used later in the sentence.

3. As a general rule, spell the shorter of two numbers used together.

4. Spell isolated fractions in a sentence, but type a series of fractions in figures. Use the diagonal (/) for fractions you make.

5. Numbers preceded by nouns are usually expressed in figures.

6. Express measures, weights, and dimensions in figures without commas.

7. Use the percent sign (%) with definite numbers typed in figures. Use percent (spelled) with approximations and in formal writing.

8. Spell names of small-numbered avenues and streets (ten and under). Type house numbers in figures except for house number One.

9. Use a comma to separate (a) unrelated groups of figures which come together and (b) whole numbers into groups of three digits each (however, policy, year, page, room, telephone and most serial numbers are typed without commas.

10. Use a colon to separate hours and minutes expressed in figures.

11. Use a hyphen to join compound numbers from twenty-one to ninety-nine.

12. Use parentheses to enclose figures that follow spelled-out amounts.

13. Use an apostrophe as a symbol for feet in billings or tabulations or as a symbol for minutes. The quotation mark may be used as a symbol for inches or seconds.

14. Use apostrophe and s to form the plural of most figures. In market quotations, form the plural of figures by addition of s only.

15. Type dates and time in figures, except in very formal writing.

EXPRESSING NUMBERS

EXAMPLES OF RULES APPLIED

The following suggestions offer overall guidance in choosing the best method of expressing a number:

a. Spell out numbers at the beginning of a sentence. Numbers under 10 are to be spelled out, except when expressing time, money, and measurement.

b. Prefer Arabic numerals to Roman numerals.

c. Except in legal documents, avoid repeating in numerals a number which has been spelled out.

1. NUMBERS SPELLED OUT

a. Single numbers of less than 10 within a sentence.

six horses	five recommendations
three times as large	seven machine guns

b. Numbers of less than 100 preceding a compound modifier containing a figure.

two 3/4-inch boards	
twelve 6-inch guns	but 120 8-inch boards

c. Round numbers and indefinite expressions.

a hundred cows, dollars, men	but 100-odd pupils, 250-fold
the early seventies	but the 1870's, not the '70's
in the eighties	or 70's
midsixties	but mid-1961
a thousand and one reasons	
less than a million dollars	

d. Numbers used with serious and dignified subjects and in formal writing.

the Thirteen Original States
millions for defense but not one cent for tribute
in the year nineteen hundred and sixty-five

e. Large numbers denoting amounts which are formally spelled out, as in legal work, are expressed as follows:

one thousand six hundred and twenty
eight thousand and ninety-two
fifty-two thousand one hundred and ninety-five
nine hundred and seventy-three thousand eight hundred and eighty-two

f. Fractions standing alone, or followed by of a or of an.

one-half inch
one-half of a farm, not 1/2 of a farm but 1/2 to 1 3/4 pages
three-fourths of an inch, not 3/4 inch or 3/4 of an inch

g. Ordinal numbers less than 10th. (See also paragraph 3e following.)

First Congress | eighth parallel | Ninth Avenue
ninth century | Second Street

2. NUMBERS EXPRESSED IN FIGURES

a. Single numbers of 10 or more within a sentence.

50 ballots, guns, horses | nearly 10 miles | about 40 men

b. Serial numbers. (Commas are not used in serial numbers.)

Bulletin 725 | ME 5-9020 | 290 U.S. 325
pages 352-357 | 1900 19th Street

c. Quantities, measures, and time.

(1) Ages.
6 years old | 52 years 10 months 6 days | a 3-year-old boy

(2) Dates.
June 1959; June 20, 1959 not June, 1959, or June 20th, 1959
March 6 to April 15, 1959 not March 6, 1959, to April 15, 1959
15 April 1960 (military)
4th of July, but Fourth of July, meaning the holiday
the 1st (day) of the month, but the last of April or the first of May, not referring to specific days

(3) Decimals.
Place a zero before a decimal where there is not unit, except in market quotations. (See paragraph (5) following.) Omit decimal point and zeros after a number unless the zero is needed to indicate exact measurement.
0.25 inch | 1.5 | gage height 10.0 | approximately 10 feet

(4) Degrees.
longitude 77°08'06" E. (spaced omitted)
latitude 49°26'14" N.
104° temperature
an angle of 57°
but two degrees of justice

(5) Market quotations.
4 1/2-percent bonds — Treasury bonds sell at 95
Metropolitan Railroad, 109 — sugar, .03; not 0.03

(6) Mathematical expressions.
multiplied by 3 — divided by 6

(7) Measurements.
7 meters, yards, miles, acres, bushels, ems, but ten-penny nail, fourfold, three-ply
8 by 12 inches — 2 feet by 1 foot 8 inches by 1 foot 3 inches
20/20 vision — 2, 500 horsepower — 6-pounder

(8) Money. (See also paragraphs 2d, preceding, and 4, following.)
$0.75 or 75 cents — $3 (not $3.00) per 200 pounds
0.5 cent — $3.65 — but $3.00 to $3.65

(9) Percentages.
23 percent — 25.5 percent
5 percentage points
0.5 percent or one-half of 1 percent
50-50 (colloquial expression)

(10) Proportion.
1 to 4 — 1:62,500 — 1-3-5

(11) Time.
6 hours 8 minutes 20 seconds
10 years 3 months 29 days
but four centuries, three decades
10 o'clock or 10 p.m.
not 10 o'clock p.m. or 10:00 p.m.
half past 4 or 4:30 a.m.
12 m. (noon) and 12 p.m. (midnight)
1300 (military time) not 1300 hours

(12) Unit modifiers.
5-day week — 9-year old wine — 8-hour day — 10-foot pole
but a two-story house — a five-man board — $20 million airfield

d. Ordinal numbers of 10th or more. (See also paragraph 2g, preceding.)

20th century	20th Congressional District
17th region	the ninth and 10th times
82nd Congress	He represented the first, fourth, and 12th wards.
171st Street	200th Place

3. LARGE NUMBERS

Large numbers usually are expressed in figures; however, numbers from a million up which end in four or more zeros may be expressed in text by combining figures and words. In the examples which follow, preference is based on the ease with which the number can be grasped in reading.

Amount expressed in figures	Preferable in text	Acceptable in text
299,789,665.....	299,789,665	
$1,200,390,180.....	$1,200,390,180	
$12,000,000*.....	$12 millio.....	12 million dollars
$1,000,000,000*.....	$1 billion.....	1 billion dollars or one billion dollars
3,250,000*.....	3.25 million.....	3 1/4 million or three and one-fourth million or three and one-quarter million
750,000,000*.....	750 million.....	3/4 billion or three-fourths of a billion or three-quarters of a billion
9,000,000 to 1,000,000,000*	9 million to 1 billion.....	nine billion to one billion

*Correct for tabular work, and for text when used with other numbers ordinarily written in figures, as "$12,000,000 and $9,250,600."

MODULE	8.0	BUSINESS ENGLISH
TASK	8.09	PLACE SENTENCES IN LOGICAL ORDER FOR DEVELOPING PARAGRAPHS

PERFORMANCE OBJECTIVE:

Given unarranged copy of several sentences, arrange in paragraph form in logical order.

PERFORMANCE ACTIONS:

8.0901 Avoid bringing into the sentence unrelated ideas or too many details. Complete each thought logically in exercise sentences.

8.0902 Express related ideas in sentences in such a way that the relationship is immediately clear to the reader.

8.0903 Rewrite exercise sentences avoiding excessive detail that might obscure the central thought of the sentences.

8.0904 In exercise sentences to be rewritten, avoid mixed, obscure, or illogical constructions.

8.0905 Arrange unarranged copy of several sentences in paragraph form demonstrating unity and logical thinking.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Arrange sentences in logical sequence for developing paragraphs.

MODULE 8.0 BUSINESS ENGLISH

TASK 8.10 EDIT AND REWRITE PARAGRAPHS CORRECTLY

PERFORMANCE OBJECTIVE:

Given rough-draft copies of several paragraphs, in need of revision, review and edit each item. A checklist will be used to rate performance and all items must receive an acceptable rating. Correct grammatical skills, punctuation, spelling, and capitalization should be used.

PERFORMANCE ACTIONS:

8.1001 Read entire document.

8.1002 Make suggested changes, using proofreading symbols where appropriate.

8.1003 Reread corrected copy for accuracy of content, clarity of expression, and smooth-flowing style.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- All items on checklist must receive acceptable rating.

RELATED TECHNICAL INFORMATION:

- Proofreader's marks.
- Capitalization, punctuation, word-division, and grammar rules.

CHECKLIST
(Rate Acceptable or Unacceptable)

1. Corrected grammatical errors.
2. Corrected punctuation errors.
3. Did not change content meaning.
4. Used consistent format.
5. Used writing style, compatible with employer's preference.
6. Use clear and concise wording in revision of material.

MODULE 8.0 BUSINESS ENGLISH

TASK 8.11 DEFINE AND SPELL CORRECT BUSINESS WORDS

PERFORMANCE OBJECTIVE:

Given a list of misspelled business words, correct the spelling and define each word with 80 percent accuracy.

PERFORMANCE ACTIONS:

8.1101 Spell every word according to established usage as shown by a good dictionary.

8.1102 Review spelling rules and District Objectives listed in:

English Grammar and Composition Guide for Grades 6-12 Greenville, SC: The School District of Greenville County, 1980.

Language Arts Composition and Grammar Guide for Grades K-5, Greenville, SC: The School District of Greenville County, 1981.

8.1103 Apply accepted spelling rules to given words or words in sentences.

8.1104 Participate in regular spelling drill exercises to correctly spell and define typical words that will be experienced in business office situations.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- 80 percent accuracy in spelling selected typical business words.

RELATED TECHNICAL INFORMATION:

- Dictionary
- Word Speller

REFERENCE:

Words Commonly Confused - Business English and Communications, Stewart, Marie M.; Lanham, Frank W.; and Zimmer, Kenneth. New York: Gregg Division, McGraw-Hill Book Company, 1967, pp. 24-27.

MODULE 8.0 BUSINESS ENGLISH

TASK 8.12 CHOOSING WORDS FOR CONTENT

PERFORMANCE OBJECTIVE:

Given a set of incomplete sentences and a choice of nouns, verbs, and adjectives, and adverbs, complete each sentence using the correct words for proper content.

PERFORMANCE ACTIONS:

8.1201 Review basic spelling rules.

8.1202 Review suggestions concerning how to study word confusions.

See: Steward, Marie M.; Lanham, Frank W.; and Zimmer, Kenneth. Business English and Communications, NY: McGraw-Hill Book Co., 1967, pp. 24-29.

8.1203 Complete exercises using the dictionary and word speller references to improve competency in choosing words for content.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Write or complete sentences to demonstrate proficiency in choosing words for content.

RELATED TECHNICAL INFORMATION:

- Use of dictionary.
- Use of word speller.

MODULE 8.0 BUSINESS ENGLISH

TASK 8.13 USE OF DICTIONARY AND THESAURUS

PERFORMANCE OBJECTIVE:

Given a typewritten paragraph with underlined out-of-context word, use the dictionary and the thesaurus to correct the underlined words in the paragraph.

PERFORMANCE ACTIONS:

Dictionary Use:

8.1301a Consult a good dictionary, appropriate to the occasion.
8.1302a Use the dictionary for the correct spelling and pronunciation.
8.1303a Consult the dictionary for grammatical information.
8.1304a Consult the dictionary for correct meaning, including synonyms and antonyms.
8.1305a Complete exercises to build proficiency in selected uses of the dictionary.
8.1306a Given a typewritten paragraph with underlined out-of-context words, use the dictionary to correct the underlined words in the paragraph.

Thesaurus Use:

8.1301b Consult a good Thesaurus, appropriate to the occasion.
8.1302b Use the Thesaurus to identify synonyms for given words.
8.1303b Use the Thesaurus to identify antonyms for given words.
8.1304b In given exercises, consult the Thesaurus to correct underlined words that are out-of-context.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Correct inappropriate words in paragraphs using the dictionary and Thesaurus.

RELATED TECHNICAL INFORMATION:

- Spelling rules.

MODULE	8.0	BUSINESS ENGLISH
TASK	8.14	LOCATE INFORMATION IN TELEPHONE AND CITY DIRECTORIES

PERFORMANCE OBJECTIVE:

Given case situations requiring information from a telephone directory and a city directory, locate desired information accurately.

PERFORMANCE ACTIONS:

8.1401 Review directions for use of the telephone directory and city directory.

8.1402 Apply the directions for use of the directories to find information requested in given exercises.

8.1403 Locate information desired in a case situation accurately in local telephone and city directories.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Locate assigned information in the telephone directory or city directory.

RELATED TECHNICAL INFORMATION:

- Use of telephone directory.
- Use of city directory.
- Use of cross reference directory.

MODULE 8.0 BUSINESS ENGLISH

TASK 8.15 USE OF READERS' GUIDE TO PERIODICALS

PERFORMANCE OBJECTIVE:

Given a Readers' Guide to Periodicals and a set of tasks requiring use of the periodicals, complete the task with 100 percent accuracy.

PERFORMANCE ACTIONS:

8.1501 Define what is the Readers' Guide.

8.1502 Identify where the Readers' Guide typically is found in the library.

8.1503 Complete satisfactorily a series of given exercises to familiarize the student with the use of the Readers' Guide.

8.1504 Given a Readers' Guide and a set of tasks requiring use of the periodicals, complete the task with 100 percent accuracy.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Demonstrate proper use of the Readers' Guide to Periodicals.

RELATED TECHNICAL INFORMATION:

- Familiarization with the (typical) library.

MODULE	8.0	BUSINESS ENGLISH
TASK	8.16	USE OF ENGLISH REFERENCES AND WORD-DIVISION GUIDE

PERFORMANCE OBJECTIVE:

Given standard English reference materials, including a word-division guide, and a task where words must be divided, complete the task with 100 percent accuracy.

PERFORMANCE ACTIONS:

8.1601 Review basic spelling rules.

8.1602 Review use of the dictionary, thesaurus, and word-division guide.

8.1603 Review standards for word division.

8.1604 Complete exercises to build proficiency in dividing words.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Divide words in given tasks with 100 percent accuracy using the word-division guide or a dictionary.

RELATED TECHNICAL INFORMATION:

- Dictionary use.
- Word-division reference use.

SUGGESTION:

- Instructor may wish to consider using the spelling words included in the outcome-referenced tests in word-division exercises. See tests, 8.11 a-e.

SEE FOLLOWING PAGES FOR STANDARDS FOR WORD DIVISON AND EXAMPLES OR WORD-DIVISION RULES.

STANDARDS FOR WORD DIVISION

1. You may divide words at the ends of lines to keep the right margin as even as possible. Excessive division should, however, be avoided.

2. Divide words between syllables only, as fore-noon and bom-bard. When in doubt, use the dictionary to help solve word-division problems.

3. Do not divide words of only one syllable, such as friend, thought, or trained. Do not separate a syllable without a vowel; as, didn't.

4. Do not divide a word of seven or fewer letters, such as also, duty, or going.

5. Do not separate a one-letter syllable at the end of a word; as enough.

6. Do not separate a one- or two-letter syllable at the end of a word; as ready, largely, higher.

7. You may usually divide a word between double consonants; as cor-rect, mil-lion, mes-sage.

8. When adding a syllable to a word that ends in double letters, divide after the double letters of the root word; as express, express-ing.

9. When the final consonant is doubled in adding a suffix, divide between the doubled letters; as, begin, beginning.

10. Divide hyphened compounds only at the point of the hyphen.

11. Avoid dividing abbreviations, numbers, and proper names. When necessary, separate a surname for the initials or given name.

12. Separate the parts of a date, if necessary, between the date of the month and the year.

13. Do not divide the last word on a page.

14. Every effort should be made to avoid dividing words on more than two consecutive lines.

WORD DIVISION

EXAMPLES

1. GENERAL

When words must be divided, they are separated between syllables. One-syllable words are never divided. Proper division into syllables is given in Webster's dictionary.

2. DIVIDE WORDS

a. After a vowel, if the vowel itself is a separate syllable within a word.
physi-cal not phys-ical — particu-lar not partic-ular
sepa-rate not sep-arate — criti-cism not crit-icism

b. Between the members of solid compounds.
rail-road proof-reader

c. At the hyphen in hyphened compounds.
court-martial above-mentioned

d. Between adjoining vowels in separate syllables.
estu-ary gene-alogy cre-ation

e. After prefixes of three or more letters.
ante-date tri-color inter-leaving trans-portation

f. Before suffixes of three or more letters.
port-able writ-ing

g. After second consonant of double consonants ending a root word, when followed by a suffix.
tell-ing express-ing

h. Between double consonants that are doubled because of a suffix is added.
remit-ted thin-ning

i. After the consonant at the end of a syllable with a short vowel and before the consonant at the end of a syllable with a long vowel, if no vowel is a separate or if vowels do not adjoin.
progress (verb) pro-gress — progress (noun) prog-ress
project (verb) pro-ject — project (noun) proj-ect
stenographic (adjective) steno-graphic
stenographer (noun) stenog-rapher

3. DO NOT DIVIDE WORDS

a. At the ends of more than two consecutive lines.

b. At the end of a line when the part begun there does not suggest the whole word.
counter-offensive not coun-teroffensive

c. Of five or fewer letter, even though containing more than one syllable.
avoid begin into also every area

d. Between a one- or two-letter terminal syllable and the rest of a word.
ammonia proceeded period

e. Between a one- or two-letter initial syllable and the rest of the word.
identify around behaviors

f. At the end of a page or of a paragraph.

4. DO NOT SEPARATE CLOSELY RELATED WORD UNITS

a. Avoid separating words in close association, such as the elements of dates and of proper names, groups of initials and surnames, and abbreviated titles (Dr., Mrs., etc.) and names.
(1) When it is necessary to divide a date, the year may be carried over to the next line.
(2) When it is necessary to divide a proper name, the surname may be carried over to the next line.

b. Do not separate figures, letters, or symbols from their accompanying words when used as a group.

Chapter III Article 14 1234 Fifth Street NW. $125.35

MODULE	8.0	BUSINESS ENGLISH
TASK	8.17	GRAMMATICAL, SPELLING, AND PUNCTUATION USAGE

PERFORMANCE OBJECTIVE:

Given material containing several sentences that display incorrect grammar, punctuation, and spelling, write each sentence correctly.

PERFORMANCE ACTIONS:

8.1701 Review rules of grammar.

8.1702 Review spelling rules.

8.1703 Review punctuation rules.

8.1704 Complete exercises to improve proficiency in correcting grammar, punctuation, and spelling errors.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Proofread and correct grammar, punctuation, and spelling errors in given exercises with 100 percent accuracy.

RELATED TECHNICAL INFORMATION:

- Grammar rules.
- Spelling rules.
- Punctuation rules.
- Use of dictionary and word-division reference.
- Proofreading techniques.

MODULE 8.0 BUSINESS ENGLISH

TASK 8.18 STRUCTURAL PARTS OF A BUSINESS LETTER

PERFORMANCE OBJECTIVE:

Given a typewritten business letter, identify each structural part of the letter with 100 percent accuracy.

PERFORMANCE ACTIONS:

8.1801 Identify the six essential part of a business letter:
- a. Heading
- b. Inside address
- c. Saluation (greeting)
- d. Body of the letter
- e. Complimentary close
- f. Signature

8.1802 Define the purposes of each of the six parts of a letter.

8.1803 Identify alternative methods of employing selected parts of a business letter such as the heading, inside address, saluation, complimentary close, and signature.

8.1804 Given a typewritten business letter, identify each structural part of the letter with 100 percent accuracy.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Identify the structural parts of a typewritten letter with 100 percent accuracy.

MODULE	8.0	BUSINESS ENGLISH
TASK	8.19	WRITE BUSINESS LETTERS IN SELECTED STYLES

PERFORMANCE OBJECTIVE:

Given a letter in unarranged form and instruction, write the letter in four acceptable styles with 100 percent accuracy.

PERFORMANCE ACTIONS:

8.1901 Review Blocked, Semiblocked, Full-Blocked, and Simplified.

8.1902
a. Type Blocked letters.
b. Type Semiblocked letters.
c. Type Full-blocked letters.
d. Type Simplified letters.

8.1903 Review other possible styles.

8.1904 Type the same letter in at least three acceptable styles with 100 percent accuracy.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy in three acceptable styles to the satisfaction of the instructor.

CHECKLIST

1. Used specified format(s).
2. Balanced copy vertically.
3. Balanced copy horizonally.
4. Did not exceed specified time limit (10 minutes for short letter, 20 minutes for medium, and 30 minutes for long letter).
5. Used appropriate type of punctuation (open or mixed).
6. Corrected all errors neatly on original copy.
7. Corrected all errors neatly on carbon copy, with no smudges, if applicable.

MODULE	8.0	BUSINESS ENGLISH
TASK	8.20	COMPOSE SHORT MEMORANDUM

PERFORMANCE OBJECTIVE:

Given information necessary for composing a short memorandum, compose the memorandum using correct grammatical skills, punctuation, spelling, and capitalizaton rules with 100 percent accuracy.

PERFORMANCE ACTIONS:

8.2001 Select appropriate supplies.

8.2002 Decide on the memorandum format and content.

8.2003 Compose memorandum in form specified by instructor.

8.2004 Proofread the copy carefully, correcting all errors.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy in content.
- Capitalization, punctuation, spelling, and grammatical rules apply.
- To specified format.

RELATED TECHNICAL INFORMATION:

- Capitalization, punctuation, word-division rules.
- Grammatical usage.
- Spelling rules.
- Memorandum format.

MODULE	8.0	BUSINESS ENGLISH
TASK	8.21	BUSINESS LETTER RESPONSES

PERFORMANCE OBJECTIVE:

Given a letter of inquiry and request, compose a response to the letter supplying all information requested with 100 percent accuracy.

PERFORMANCE ACTIONS:

8.2101 Determine the necessary response and the type of letter required.

8.2102 Collect data necessary to respond appropriately.

8.2103 Compose letter response.

8.2104 Proofread for content and accuracy.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Compose a response to a letter or inquiry and request, supplying all information requested with 100 percent accuracy.

RELATED TECHNICAL INFORMATION:

- Capitalization, punctuation, grammatical usage rules.
- Choosing words for content.
- Styles of business letters.

MODULE 8.0 BUSINESS ENGLISH

TASK 8.22 COMPOSE CORRESPONDENCE

PERFORMANCE OBJECTIVE:

Given three situations requiring communications through business letters, compose an appropriate business letter for each case. A checklist will be used to rate performance. A minimum of six items must be rated acceptable.

PERFORMANCE ACTIONS:

8.2201 Determine appropriate type of letter.

8.2202 Determine letter format.

8.2203 Gather needed information.

8.2204 Compose letter.
- a. State of message
- b. Details of message
- c. State of desired action
- d. Use company handbook if applicable

8.2305 Reread and correct letter.

8.2306 Prepare final copy.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Compose three business letters, using the situation provided by instructor with a minimum of six items rated acceptable on checklist.

RELATED TECHNICAL INFORMATION:

- Capitalization, punctuation, grammatical usage rules.

CHECKLIST

(Minimum of six items must be rated acceptable.)

1. Used correct grammar.
2. Used correct punctuation.
3. Contained no misspelled words.
4. Conveyed the desired message. (THIS ITEM MUST BE CORRECT.)
5. Use similar style to employer's, if the letter is for the employer's signature.
6. Used acceptable format.

MODULE 8.0 BUSINESS ENGLISH

TASK 8.23 COMPOSE MESSAGES OF GOODWILL

PERFORMANCE OBJECTIVE:

Given information necessary for composing messages of goodwill, compose the messages using correct grammatical skills, punctuation, spelling, and capitalization.

PERFORMANCE ACTIONS:

8.2301 Review grammatical, punctuation, spelling, capitalization rules.

8.2302 Review standards for letter writing.

8.2303 Given necessary information, compose letters of congratulations: Engagement, marriage, birthday, graduation, winning an honor or distinction, or performance.

8.2304 Review the draft letters to make sure that they are not written as sales letters, but are written to establish or strengthen friendly relations.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Using given information, compose business letters of goodwill using correct grammatical skills, punctuation, spelling, and capitalization.

MODULE 8.0 BUSINESS ENGLISH

TASK 8.24 COMPOSE VARIOUS BUSINESS COMMUNICATIONS USING GOOD HUMAN RELATIONS TECHNIQUES

PERFORMANCE OBJECTIVE:

Given copies of poorly written employment, claim and adjustment, credit and collection, sales and promotion letters, rewrite the letters correctly using good human relations techniques.

PERFORMANCE ACTIONS:

8.2401 Review samples of well written letters of employment, claim and adjustment, credit and collection, sales and promotion, etc. (See for example: The Bantham Book of Correct Letter Writing, NY: Bantham Books, 1966, (Abridgement of Lillian Eichler Watson's Standard Book of Letter Writing). Also see; sources concerning writing advertisements, direct mail writing, and other letter writing books.)

8.2402 Consult local Realtors, insurance salesmen, and others for samples of business letters that they use. (Example: Robedeaux, Clifford A., Clear Creative Communications, Chicago: National Association of Realtors, 1967, variety of sample letters)

8.2403 Identify good human relations techniques that should be employed in written communications.

8.2404 Rewrite given letters correctly using good human relations techniques.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Demonstrate ability to rewrite draft letters using good human relations techniques.

RELATED TECHNICAL INFORMATION:

- Human relations techniques.

MODULE 8.0 BUSINESS ENGLISH

TASK 8.25 COMPOSE PERSONAL DATA SHEET OR RESUME

PERFORMANCE OBJECTIVE:

Given a specified format, compose a personal data sheet or resume using correct information and format.

PERFORMANCE ACTIONS:

8.2501 Review available resources containing information how to compose a resume of personal data. Examples:

a. Franenkel, William, How to Get a Job, Washington, DC: The President's Committee on Employment of the Handicapped. (U.S. Government Printing Office)

b. Gibson, Roscoe R. Teaching Techniques in Developing Job Seeking Skills, Jefferson City, MO: Division of Career and Adult Education, Missouri Department of Elementary and Secondary Education, 1976.

c. Job Seeking - How and Where?, Columbia, SC: South Carolina State Department of Education, 1981.

d. Job Tips, Belmont, CA: Fearon Pitman Publishers, Inc., 1979.

e. Making the Most of your Job Interview, NY: New York Life Insurance Company.

8.2502 Gather personal data.

8.2503 Compose a personal resume using correct information and format.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Compose a personal data sheet or resume using correct information and acceptable format.

NOTE TO INSTRUCTOR: Resource materials may be found in the School District Professional Library.

MODULE	8.0	BUSINESS ENGLISH
TASK	8.26	COMPOSE A LETTER OF APPLICATION

PERFORMANCE OBJECTIVE:

Given information concerning a specific job or position, compose a letter of application for the position using correct grammatical skills, punctuation, spelling, and capitalization.

PERFORMANCE ACTIONS:

8.2601 Review examples of letters of application and identify typical elements that should be included in a letter of application.

See pages 16-19 of Job Seeking - How and Where? Columbia, SC: South Carolina State Department of Education, 1981.

8.2602 Given examples of specific jobs or positions, compose example letters of application following suggested formats.

8.2603 Given a hypothetical job opportunity, compose a letter of application, without using a guide, using correct grammatical skills, punctuation, spelling, and capitalization. A dictionary may be consulted.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Compose a letter of application for a hypothetical job opportunity using correct grammatical skills, punctuation, spelling, and capitalization and an acceptable format.

MODULE	8.0	BUSINESS ENGLISH
TASK	8.27	COMPLETE JOB APPLICATION FORM USING BIOGRAPHICAL DATA

PERFORMANCE OBJECTIVE:

Given a paragraph of biographical data and a job application form, complete the job application form with 100 percent accuracy.

PERFORMANCE ACTIONS:

8.2701 Assemble the form and necessary supplies.

8.2702 Review the form and read all directions carefully.

8.2703 Type or print the form completing all applicable spaces according to biographical data of student.

8.2704 Proofread the form and correct any errors.

8.2705 Critique the form with teacher.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Complete job application form according to biographical data with 100 percent accuracy and meeting teacher's requirements.

RELATED TECHNICAL INFORMATION:

- See references listed in Task 8.25.

MODULE	8.0	BUSINESS ENGLISH
TASK	8.28	COMPOSE A TOPIC OUTLINE FOR ORIGINAL REPORT OR MANUSCRIPT

PERFORMANCE OBJECTIVE:

Given a specific topic for a manuscript or report, correctly compose an outline in preparation for researching and writing a manuscript or report.

PERFORMANCE ACTIONS:

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Correctly compose an outline in preparation for researching and writing a manuscript or report.

RELATED TECHNICAL INFORMATION:

- Outlining

SEE REPORT WRITING SUGGESTIONS ON THE FOLLOWING PAGES.

WRITING A REPORT

Report Writing

The following hints, however, may make report writing easier.

1. HIGHLIGHTS IN REPORT WRITING

   Always use an outline
   Keep to the point
   Be concise
   Get someone else to read and criticize the report
   Put lengthy explanations in attachments
   Make enough copies

2. USE AN OUTLINE

   It helps to get material in the right order
   It aids our thinking through of the report as a whole
   It enables us to be sure that all important points are included, and that unimportant details are left out
   Changes can be made in an outline more easily than in a completed draft

3. WRITE DIRECTLY ON THE SUBJECT

   It makes it more difficult for the reader to follow
   It wastes valuable time of the reader
   It gives him a poor impression of our ability to think clearly

4. ELIMINATE USELESS WORDS AND PHRASES

   It saves time of writer, typist, and reader
   It makes the report much more forceful
   It takes the "hot air" out of it

5. GET A CRITICAL REVIEW

   To find parts that are not clear
   To recognize "rough spots," where flow of thought is not smooth
   To detect wandering away from the subject
   To help reduce wordiness

6. USE ATTACHMENTS

They permit the report itself to be shorter, more readable, and more forceful
They enable the reader to refer to supporting data or illustrative materials if he desires
They permit the reader to find quickly the exact items he wants to see
They support the body of the report with factual data
They add to the strength without adding to the length

7. SUFFICIENT COPIES

So the person receiving the report can refer to other interested parties
Several people may want to use it at the same time
If the report is important enough to prepare, copies should go in the files

8. GETTING READY TO MAKE A REPORT

What can we do to get ready to make a report?

a. Define the Subject
-for clarity and understanding
-for set limits
-to meet the needs of the recipient

b. Gather the Facts
-data from records
-observed facts
-opinions and expressions

c. Organize the Facts
-sift out the unimportant
-put in logical order
-strive for "punch," climax
-include conclusions and recommendations

MODULE 8.0 BUSINESS ENGLISH

TASK 8.29 COMPOSE A REPORT OR MANUSCRIPT

PERFORMANCE OBJECTIVE:

Given proper reference materials and instructions for writing a manuscript or report on a specific topic, compose a manuscript or report using correct format, grammatical skills, punctuation, spelling, and capitalization.

PERFORMANCE ACTIONS:

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Compose a manuscript or report using the correct format, grammatical rules, punctuation, spelling, and capitalization rules.

RELATED TECHNICAL INFORMATION:

MODULE	8.0	BUSINESS ENGLISH
TASK	8.30	DEVELOP A BIBLIOGRAPHY FROM AN ORIGINAL REPORT OR MANUSCRIPT

PERFORMANCE OBJECTIVE:

Given an original manuscript or report, develop a bibliography for the manuscript or report using correct format.

PERFORMANCE ACTIONS:

8.3001 Review rules for bibliographies:
- a. Heading
- b. Classification
- c. Bibliographical entries compared with footnotes
- d. Alphabetizing authors' names
- e. Titles of works
- f. Annotation

8.3002 Given exercise materials, develop bibliographies, including:
- a. Books; one author and several authors
- b. Reports
- c. Yearbooks
- d. Magazine or Journal Articles
- e. Encyclopedia Articles
- f. Newspapers
- g. Unpublished Material
- h. Interviews

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Develop a bibliography from given information or from an original manuscript or report.

MODULE	8.0	BUSINESS ENGLISH
TASK	8.31	WRITE, EDIT, AND REVISE MINUTES OF MEETING

PERFORMANCE OBJECTIVE:

Given a classroom situation or a meeting to attend, record and develop the minutes of the meeting using the correct format with accurate content. A checklist will be used to rate performance and a minimum of five items must receive an acceptable rating.

PERFORMANCE ACTIONS:

8.3101 Review Roberts' Rules of Order

8.3102 Gather necessary supplies:
- a. Pen or pencil
- b. Pad for taking notes

8.3103 Record minutes of meeting (listening for preliminary information and decisions/actions taken at the meeting).

8.3104 Prepare a draft of the minutes.

8.3105 Edit the draft.

8.3106 Write the minutes of the meeting as revised, including the names of the participants, the date, time, and place of the meeting, and chronologically record the business conducted.

8.3107 Have the presiding officer and/or secretary sign the minutes.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- The final copy of the minutes must be the standards established in the test or by the teacher for style and format.
- 95 percent accuracy in essential data.
- 100 percent accuracy in the final copy of the minutes.
- Minimum of five items of the "checklist" must be acceptable rating.

PERFORMANCE STANDARDS: (continued)

CHECKLIST

(*These items must be checked acceptable.)

1. Contained accurate content.*
2. Contained complete content.*
3. Used logical arrangement of material.
4. Used correct grammar.
5. Contained no unreadable content due to corrections or smudges.
6. Contained no uncorrected errors.
7. Used appropriate format.

MODULE	8.0	BUSINESS ENGLISH
TASK	8.32	DEMONSTRATE ORAL BUSINESS CONVERSATIONS SKILLS

PERFORMANCE OBJECTIVE:

Given simulated office or role play situations by the instructor requiring oral communications skills for effective business conversations, demonstrate clear, precise, and complete business speech to communicate information, convey instructions, or transmit decisions. Business speech should be slightly more formal than that used with close friends and family and has a specific purpose. Accuracy should be 100 percent.

PERFORMANCE ACTIONS:

8.3201 Respond or speak to another person, in person or by telephone in a clear and audible manner so that information is transmitted with 100 percent accuracy.

8.3202 Demonstrate proper pronunciation of a given list of typical business words provided by the instructor or text to the satisfaction of the instructor.

8.3203 Demonstrate how to deal with words that cannot be pronounced or that are unknown or that are colloquial.

8.3204 Demonstrate the use of correct grammar with selected subject and verb, pronoun, adjective, and irregular verb and tense situations given by the instructor or text.

8.3205 State how courtesy may be observed or demonstrated in the office communications situation.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy in communicating content.
- 100 percent accuracy in diction.

RELATED TECHNICAL INFORMATION:

- Volume, pitch, tone, and tempo of speech
- Enunciation and pronunciation
- Roadblocks to communications

MODULE 8.0 BUSINESS ENGLISH

TASK 8.33 DEMONSTRATE PROCEDURES AND CONDUCT DURING A JOB INTERVIEW

PERFORMANCE OBJECTIVE:

Given a role-playing situation and a checklist emphasizing proper procedures and conduct for a job interview, complete each task on the checklist with 100 percent accuracy.

PERFORMANCE ACTIONS:

8.3301 Review available publication.*
- a. Hints concerning personal appearance
- b. Hints concerning preparation for interview
- c. Hints for conduct during interview
- d. Hints concerning questions to expect
- e. Hints concerning questions to ask

8.3302 Observe mock interviews (possible filmed).

8.3303 Listen to talk by personnel manager or recruiter concerning the interview in business or industry (visiting lecturer or field trip suggested).

8.3304 Participate in simulated interviews.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Demonstrate specified procedures and conduct during job interview situation.

*Suggested supplemental publications:

Fraenkel, William A. How to Get a Job, Washington, DC: The President's Committee on Employment of the Handicapped. (U.S. Government Printing Office).

Gibson, Roscoe, R. Teaching Techniques in Developing Job Seeking Skills, Jefferson City, MO: Division of Career and Adult Education, Missouri Department of Elementary and Secondary Education, 1976.

Job Seeking - How and Where? Columbia, SC: South Carolina State Department of Education, 1981.

Job Tips, Belmont, CA: Fearon Pitman Publishers, Inc., 1979.

Making the Most of your Job Interview, NY: New York Life Insurance Company.

MODULE	8.0	BUSINESS ENGLISH
TASK	8.34	DISPLAY POSITIVE BODY LANGUAGE AND GESTURES IN ORAL PRESENTATION

PERFORMANCE OBJECTIVE:

Given a three-minute time limit, a topic and topic outline, and a checklist, deliver a grammatically correct oral presentation displaying positive body language and gestures as suggested on the checklist.

PERFORMANCE ACTIONS:

8.3401 Review recommended/suggested body language and gestures that may be used in oral presentations.

8.3402 Prepare oral presentation from given topic and topic outline to fit three-minute time limit.

8.3403 In the given three-minute time limit, using a given topic and topic outline, deliver a grammatically correct oral presentation displaying positive body language and gestures as suggested on a given checklist.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Deliver a grammatically correct oral presentation displaying positive body language and gestures as suggested on a given checklist in the given time limit.

CHECKLIST

(Rating Scale of 1-5 Suggested)

DELIVERY CHARACTERISTICS
- Appearance
- Poise & Confidence
- Mannerisms
- Contact with Listeners
- Enthusiasm & Force
- Volume & Rate
- Enunciation & Pronunciation
- Gestures

PRESENTATION
- Introductioon - Interest
- Appropriate Length of Presentation
- Originality
- Organization
- Knowledge - Command of Subject
- Signs of Rehearsal
- Strong Closing

MODULE 8.0 BUSINESS ENGLISH

TASK 8.35 DEVELOPING LISTENING SKILLS

PERFORMANCE OBJECTIVE:

Given a tape recorded conversation, messages to be interpreted, and a set of questions designed to test listening, complete the questions with 100 percent accuracy.

PERFORMANCE ACTIONS:

8.3501 Determine the purpose for listening.

8.3502 Recognize basic rules for listening.

a. Get ready to listen
b. Accept your share of the responsibility in the communication exchange
c. Listen with understanding
d. Listen with an open mind
e. Listen actively
f. Listen with empathy

8.3503 Listen critically:

a. Use spare listing time to develop listening skills
b. Note major points
c. Recognize details
d. Anticipate what is coming
e. Rephrase and review what has been said
f. Detect bias and determine motives
g. Take notes

8.3504 Given a recorded message to be interpreted and a set of questions to test listening, complete the questions with 100 percent accuracy.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Complete a set of questions designed to test listening skills for a given tape recorded conversation with 100 percent accuracy.

RELATED TECHNICAL INFORMATION:

- Roadblocks to communications

MODULE	8.0	BUSINESS ENGLISH
TASK	8.36	SOLVE COMMUNICATIONS PROBLEMS EFFECTIVELY

PERFORMANCE OBJECTIVE:

Given case studies designed to test one's ability to effectively solve written and verbal communications problems in an office situation, solve the problems presented demonstrating English usage acceptable for the business situation.

PERFORMANCE ACTIONS:

8.3601 Analyze the problems presented.

8.3602 Select an acceptable (to the teacher) written or verbal communications response for each problem presented. The communications response should demonstrate accepted English usage according to previous task learning.

SUGGESTED INSTRUCTION TIME: Hours

PERFORMANCE STANDARDS:

- Solve case study problems in written and verbal English usage to the satisfaction of the teacher.

OUTCOME-REFERENCED TESTS
MODULE 8.0, BUSINESS ENGLISH

MODULE 8.0 BUSINESS ENGLISH

OUTCOME-REFERENCED MEASURES

TASK	8.01	Identify, with 100 percent accuracy, the seven parts of speech of underlying words in given grammatically correct sentences.
	8.02	Compose grammatically correct sentences for each types of sentences described in class.
	8.03	Compose four types of grammatically correct sentences that imply purpose.

PUNCTUATION TEST
(Commas & Semicolons)

INSTRUCTIONS: Insert the punctuation marks needed in each of the following sentences. Circle each mark and give the reason for the punctuation you have used.

Reasons

1. On Friday June 15 the executive committee opened all bids for the construction of the new wing on our Chicago plant. _____

2. I should therefore like to thank you the president of your organization for making Mr. Smith's services available to you. _____

3. Mr. Jones gave us many interesting challenging and useful ideas in addition he kept us entertained with his wonderful sense of humor. _____

4. Please pardon this error we shall take steps to see that it does not recur. _____

5. Frankly we have never heard it put quite that way before. _____

6. If your advertising has not been productive why not take advantage of our services? _____

7. At the present time however our circulation is more than 110,000 consequently by scheduling your ads with us now you will reach 20,000 additional subscribers at no extra cost. _____

8. When this copy has been set in type please send us a copy of the proof for checking. _____

9. We hope that you will again choose The Medical Journal to advertise your products to this large profitable audience. _____

10. As you know on February 15 you purchased from us on the installment plan a set of kitchen furniture costing $200. _____

11. When a company extends credit to you it is paying you a compliment. _____

12. Please consider this letter an expression of our sincere thanks for the prompt efficient way you have handled your account with us. _____

13. It is a pleasure to do business with you and we look forward to many opportunities of serving you. _____

14. This is the last letter we will write you requesting payment on your account which amounts to $1,300. _____

15. Thirty days have passed but we have not had a check from you. _____

16. If the shipment has not yet been made please substitute a yellow shade for the green one that I selected. _____

17. When you have an opportunity please return the damaged doll to us. _____

18. We hope too that we shall see you at our annual sale on July 15 16 and 17. _____

19. As many of you know his health has not been good for the past several years. _____

20. We have just hired Mr. Edward L. Brown who was formerly with Benson and Company. _____

21. While we are sorry to lose you we are satisfied that this change in positions is only another step in your rise to prominence in the printing industry. _____

22. It will be a pleasure to have you with us on Monday November 25 between the hours of 11 a.m. and 2 p.m. _____

23. Are you satisfied with your present method of selecting placing and training salesmen? _____

24. We really try to help our customers in every way we can but in your case we must have been remiss in some manner. _____

25. If you change your address write us we will see that your mailing address is changed on all the magazines that you receive. _____

PUNCTUATION TEST*

INSTRUCTIONS: Insert the punctuation marks needed in each of the following sentences. Circle each mark and give the reason for the punctuation you have used. *Includes commas, semicolons, hyphens, and apostrophes.

Reasons

1. Your presentation is scheduled for Thursday January 20 from 9 a.m. to 1 p.m. _____

2. He said that you expected the prices of a large well known concern like ours to be high on the list. _____

3. You can of course judge whether an applicant for a sales position is well dressed and whether he has a pleasing personality. _____

4. When the original shipment is located we will make whatever adjustments are necessary. _____

5. We thought that by this time though a new supply would have come in. _____

6. The correct amount of your December premium was $105.70 but we billed you for only $103.67. _____

7. On Friday December 5 I visited the furniture department of your store and selected a lamp with a blue shade. _____

8. May I suggest that you extend no further credit to the Wilson Manufacturing Company which just placed an order for 30 men shirts. _____

9. As you know we have been trying for some time to collect on your unpaid account which amounts to $1,456. _____

10. Before shipping your order we should like to make a routine credit check so that we can give you an accurate rating. _____

11. If we have made an error in connection with your account please let us know. _____

12. Don't make this distasteful action on your part necessary send us your check in the enclosed stamped envelope. _____

13. It was a large budget and I was afraid it would be cut substantially. _____

14. We also enclosed in the package a quantity of four page circulars that stress the important selling points of our razors. _____

15. If you accept ads of this type please let us know the cost of placing such an ad in 1 issue 6 issues and 12 issues. _____

16. The price of a two column ad is $65 per issue the price of a one column aid is $35. _____

17. These rates are slightly higher than last years as a result of higher printing binding and mailing costs. _____

18. However we are also equipped to handle small accounts. _____

19. As you can see from the enclosed folder our magazine is growing rapidly. _____

20. This parking lot was put in for the convenience of our customers and we hope that you will use it when you have business to transact at your bank. _____

21. When you talk to one of our men you will discover that there are many positions in our organization for which you may qualify. _____

22. His many friends will miss his friendly helpful advice and his encouragement. _____

23. The position which pays a salary of $600 a month is a wonderful opportunity for the right young man. _____

24. In addition it contains many new features that we are sure you will like. _____

25. When you again have occasion to visit our store won't you take a moment to stop by my desk and introduce yourself. _____

PUNCTUATION TEST

INSTRUCTIONS: Insert the punctuation marks needed in each of the following sentences. Circle each mark and given the reason for the punctuation you have used.

Reasons

1. The cost is $54 which includes mailing charges. _____

2. Since you have just opened your book store we assume that you have not yet established your credit. _____

3. My husband drives the car to and from work and this service was extremely important. _____

4. I have some new promising ideas that I would like to discuss with you. _____

5. I can now take the time to thank all the people who did so much to make our meeting on Thursday June 16 in Fort Worth so pleasant stimulating and profitable. _____

6. I would never have imagined Mr. Gray that 250 people would come to professional meeting on a Thursday night. _____

7. I assure you that he is a dynamic forceful speaker. _____

8. Several weeks ago our London office forwarded to me a copy of the Manchester Times which contained a notice of your election as mayor. _____

9. When I visit London next May I hope to have an opportunity to congratulate you in person. _____

10. If I ever get to Hawaii you may be sure I shall get in touch with you so that we can have a belated celebration of your anniversary. _____

11. As Tony was a former associate of yours I thought that this information would be of interest to you. _____

12. I am happy to tell you however that we are delighted with your new man Mr. Thomas Green. _____

13. May I have your suggestions regarding this matter. _____

14. After more than 36 years of impressive service in our organization Mrs. Dawson will retire on March 31. _____

15. All the work will be done evenings and on weekends and we should experience little discomfort. _____

16. The writer of the letter asked some questions about our merchandise our prices and our services. _____

17. When Mary completes her school work we hope she will consider a full-time position with us. _____

18. He knows the computer field theory in fact he has a patent pending on a device he invented for the more efficient handling of punch cards. _____

19. Miss Green joined our London office in 1968 and has represented us in France Italy and Spain. _____

20. Have you given any thought to what you will do after graduation which is only a few months away? _____

PUNCTUATION TEST

INSTRUCTIONS: In the following sentences supply and encircle the correct mark of punctuation.

1. Since you are a resident of Summerville you may be looking for a bank to take care of your financial needs.

2. If your initial deposit is $100 or more your first book of checks will be free.

3. I have written you several letters asking for payment of your account but I have not heard from you.

4. Because of present conditions I recommend that you accept the offer.

5. Obviously you don't have fifteen hours a day to read a newspaper.

6. Our magazine Weekly News contains a summary of all the news.

7. He is a fine person and I am sure he would appreciate your help.

8. It was gratifying to learn Miss Wells that you are impressed with our school.

9. You will agree I am sure that the job has been well done.

10. After fifteen years at Trident Technical College Mr. Williams has been promoted to the position of department head.

11. He said "Something must be done about the traffic situation."

12. King Street which runs parallel to Meeting will be a one-way street.

13. Unless you have money for your education you will be in an embarrassing situation.

14. Our courteous well-trained staff is eager to help you.

15. People often ask "When am I going to buy myself a new car?"

16. We will of course be happy to see you on your next visit.

17. I will leave the key with my neighbor Mr. Kenneth Howey.

18. I believe you wil find Mrs. Moyer to be a delightful interesting person.

19. The beef was marked "choice" but we had ordered "prime."

20. I have just made an analysis of last years sales.

21. We publish the most readable up-to-date book on the market.

22. We are therefore delighted to offer you a position with the company.

23. You will be glad to know that your car will be delivered on Friday May 8.

24. We are sending you a catalog you should receive it in a few days.

25. Come in on June 16 17 or 18 for first choice of courses offered.

26. We sell childrens clothing.

27. He is a well-known person and we are delighted to have him.

28. She is a well known authority on public speaking.

29. Consequently I will have to move to Moncks Corner.

30. I will hire Mrs. Jeffers an experienced teacher in her field.

31. I know Mrs. Bresnihan that you can understand my position.

32. Your account which amounts to $300 is past due.

33. Our new book GREGG SHORTHAND arrived in time for the new quarter.

34. Thank you Mrs. Synder for all you have done to make it a success.

35. We are having a dinner for Mr. Williams who is retiring after 40 years of teaching.

36. Needless to say we are extremely sorry.

37. We are giving you a one month subscription to the North Charleston Banner, the area's largest weekly newspaper.

38. The announcement of the sale will be made in the Sunday September 2 edition of The News and Courier.

39. I read your article "How to Teach Transcription" in the BALANCE SHEET.

40. The next time you want a real treat try a delicious meal at the White Horse Inn.

41. Present the enclosed card to the waiter and then choose any dinner from our special menu.

42. Will you please send my records as soon as possible.

43. I decided therefore to get financial backing from First Federal.

44. Congratulations Miss Wells for a job well done.

45. We look forward to seeing you this fall Mrs. Auld.

TASK 8.05 rt correct end (terminal) punctuation marks eriod, question mark, exclamation point) in given sentences requiring punctuation.

8.06 Abbreviate each item of a list of states, titles, firm names, etc., with 100 percent accuracy.

1. In other than formal writing, you may abbreviate Canal Zone, Puerto Rico, Virgin Islands, and the names of States of the United States (except Alaska, Guam, Hawaii, Idaho, Iowa, Maine, Ohio, and Utah). Do not abbreviate the name of other insular possessions. Correctly abbreviate the following according to current U.S. Postal Service suggestion.

Ala.	Mass.	Oreg.
Ariz.	Md.	Pa.
Ark.	Mich.	P.R.
Calif.	Minn.	R.I.
Colo.	Miss.	S.C.
Conn.	Mo.	S. Dak.
C.Z.	Mont.	Tenn.
D.C.	N.C.	Tex.
Del.	N. Dak.	Va.
Fla.	Nebr.	V.I.
Ga.	Nev.	Vt.
Ill.	N.H.	Wash.
Ind.	N.J.	Wis.
Kans.	N. Mex.	W. Va.
Ky.	N.Y.	Wyo.
La.	Okla.	

2. Correctly abbreviate the appropriate terms from the following list:

collect-on-delivery	April
Street	May
the wealth of the United States	June
Corporation	July
Junior	August
Boulevard	Saturday
building	Sunday
March	Tuesday
pages	Wednesday
Incorporated	Thursday

8.07 In the given list of words and phrases in which no words have been capitalized, capitalize the items requiring capitalization with 100 percent accuracy.

TASK 8.08

DIRECTIONS: If an employer dictates 15, should the number be typed in figures, like "15," or should it be spelled out, like "fifteen"? A decision has to be based on knowledge of rules, The rules used for business writing are not always the same as those for general or literary writing. The typist has to know the business rules. RESPOND TO THE FOLLOWING EXAMPLES BY EXPRESSING THE NUMBER CORRECTLY:

1. "This is the (4th or fourth) campaign he has planned for us." _____
2. "This is their (20th or twentieth) wedding anniversary." _____
3. "He moved to the (Ninth or 9th) Election District." _____
4. "Try to get it to us by the (first or 1st) of June." _____
5. "I estimate that (1/2 or one-half) of the men are absent today." _____
6. "Hard work is (9/10ths or nine-tenths) of success." _____
7. "What's the answer to the (21st or twenty-first puzzle?" _____
8. "(Fourteen or 14) of use were asked to sell the tickets." _____
9. "(117 or One hundred seventeen) paid their dues today." _____
10. "The room measure (12 by 16 or twelve by sixteen) feet." _____
11. "The lathe is (four feet 11 inches or 4' 11") in length." _____
12. "Try to borrow a (forty-five or 45) rpm phonograph." _____
13. "The class averaged (thirty point six or 30.6) words a minute." _____
14. "Who received your purchase order (eighteen or 18) today." _____

15. "Who purchased Lot. No. (nine or 9) on Main Street?" _____

16. "His plane is due at (7:16 or seven-sixteen) at Midway Airport." _____

17. "Then we will get the (six or 6) o'clock bus to Evanston." _____

18. "We expect you about (five or 5:00)." _____

19. "Mr. Smith is at least (28 or twenty-eight) years old." _____

20. "He worked for us for (4 years 6 months or four year six months) before resigning on May 8." _____

21. "You are eligible for retirement on the day you become (65 or sixty-five) year old." _____

22. "I think Mr. Young will be (65 or sixty-five) next year." _____

23. "His address is (ten fifteen or 1015) Miller Avenue." _____

24. "They moved to 130 (10 or 10th Tenth) Avenue last week." _____

25. "No, it is 130 (11 or 11th or Eleventh) Avenue." _____

26. "Make that 130 North (11 or 11th or Eleventh) Avenue." _____

27. "I need (ten three-part or 10 three-part or ten 3-part) carbons." _____

28. "We must have (6 or six) more hours to get the job finished." _____

29. "We'll have to requisition (14 or fourteen) more reams." _____

30. "We need (two or 2) secretaries and (14 or fourteen) typists." _____

31. "About (5,000 or five thousand) men work in the mill." _____

32. "I think we can get (65 or sixty-five) cents for the kit." _____

33. "The bid was for ($1,000 or one thousand dollars." _____

34. "They sell for ($.85 or 85¢ or 85 cents) each." _____

35. "We charge ($.85 or 85 cents) for three, $1.50 for six." _____

TASK 8.08 ANSWER SHEET

1. fourth
2. twentieth
3. Ninth
4. first
5. one-half
6. nine-tenths
7. twenty-first
8. Fourteen
9. One hundred seventeen
10. 12 by 16
11. 4' 11"
12. 45
13. 30.6
14. 18
15. 9
16. 7:16
17. six
18. five o'clock or 5:00 p.m.
19. twenty-eight
20. 4 years 6 months
21. 65
22. sixty-five
23. 1015
24. Tenth
25. 11th
26. 11 or 11th
27. ten 3-part
28. six
29. 14
30. 2, 14
31. five thousand
32. 65
33. $1,000
34. 85 cents
35. $.85

TASK 8.09 Arrange the sentence in the paragraphs in logical order.

Dear Landowner:

All of us know that farming calls for greater outlay today than at any time before. This fact is true whether you purchase land, use funds for operating costs, or buy extra items for your farm. You can now, however, look to the years ahead with confidence that the financial picture for the farm is going to improve. Since you are a modern farm owner and operator, we know that you are concerned with the best and most efficient plan of financing your farm.

Enclosed is a book that will tell you about our loan service; we want you to know our Lank Bank Association can help farm owners like you with their financial needs. You will see in the circular that loans can be made for the payment of debts, purchase of land, improvements on the farm, farm operating and living expenses, and the purchase or construction of a home either on or off the farm. A section near the end lists a group of special questions with answers that various people have asked, so, why not take the next few minutes and examine the information carefully. Perhaps these are some of the same questions that you have. If you need financial aid for your crops this spring, do not hesitate to come in and request a loan. Our friendly personnel are ready to serve you with your special problems.

Sincerely yours,

TASK 8.10 Review the rough-draft paragraphs. Correct grammatical, punctuation, spelling, and capitalization errors using proof-reading symbols and then rewriting the edited drafts so that content is not changed and so there is clarity of expression and smooth-flowing style.

Noxale china Company
3875 Lexington Street
Richmond, VA 23234

Attention Mr. Garry Crane

Dear Sir:

SUBJECT: Our order no. 1483

The china that we ordered from you on march 51 arived today by United Parcel Service. Our Receiving Clerk, signed for the merchandise although she said she could hear the rattle of broken pieces even before opening the package.

Of the six place settings that we had ordered for one of our customers, only 1 place setting was in tact. The merchandize we have ordered from you in the past always had special cardboard forms protecting the individual pieces. This package had only paper around the china.

since our customer wishes to have the six place settings for a very special occasion, might we have a rush order placed on the replacement of the 5 place settings which were broken? The pattern is autumn leaves and is described in detail onour Order No. 1483.

Very truly yours,

THE MODERN GIFT SHOP

Howard Emerzian, Manager

8.11 From a list of three possible spellings for each word, select the correct spelling. Define the spelling words. (See the following pages.)

SPELLING TEST

8.11a

INSTRUCTIONS: In the columns below, three possible spellings are given for each word. Select the correct spelling and place an "x" in the appropriate space on your answer sheet. If neither spelling is correct, place an "x" in the last (D) column. If required, define the words.

	(A)	(B)	(C)
1.	recomendation	recommendation	reccomendation
2.	referred	refferred	reffered
3.	summarise	summaryze	summarize
4.	ocassionally	occassionally	occasionally
5.	remittance	remitance	remmitance
6.	accommodate	accomodate	acommodate
7.	personel	personnel	personnal
8.	necesary	neccessary	necessary
9.	convenience	convenence	convience
10.	submiting	submitting	subbmitting
11.	questionaire	questionnare	questionnaire
12.	anual	annuel	annual
13.	privilege	priviledge	priveledge
14.	asistance	assistence	assistance
15.	dissapointed	disappointed	disapointed
16.	procede	proceed	proseed
17.	appropriate	aproppriate	apropriate
18.	circumstantial	circumstancial	circimstancial
19.	beneficial	benificial	benefitial
20.	apliances	appliances	appliences

	(A)	(B)	(C)
21.	authoryzed	authorised	authorized
22.	immediately	imediately	immediatelly
23.	transmited	transmitted	transmmitted
24.	embarrassing	embarassing	embarrasing
25.	particular	particuler	particuller
26.	sufferred	suferred	suffered
27.	reseit	receipt	reciept
28.	dissapointing	disappointing	dissappointing
29.	bookeeper	bookkeeper	bookeper
30.	substantialy	substancially	substantially
31.	emphasize	emphasise	emphasyse
32.	efficient	eficient	efficeint
33.	oferred	offerred	offered
34.	possession	posession	possesion
35.	potencial	potential	potensial
36.	misimpression	missimpression	misimpresion
37.	inheritanse	inheretance	inheritance
38.	finansial	financial	finantial
39.	colleagues	coleagues	collegues
40.	permited	permitted	permitted
41.	sufficient	suficient	sufficeint
42.	equipted	equiped	equipped
43.	dependants	depandents	dependents
44.	ocurred	occurred	occured
45.	acompanied	accompanied	acommpanied

	(A)	(B)	(C)
46.	remodeling	remmodeling	remodelling
47.	immaterial	imaterial	immaterail
48.	efficeintly	eficiently	efficiently
49.	parcil	parcel	parsel
50.	pannelling	paneling	panelling

SPELLING TEST

8.11b

INSTRUCTIONS: In the columns below, three possible spellings are given for each word. Select the correct spelling and place an "x" in the appropriate space on your answer sheet. If neither spelling is correct, place an "x" in the last (D) column. If required, define the words.

	(A)	(B)	(C)
1.	competeter	competitor	competiter
2.	successful	successfull	successful
3.	illegible	elligible	eligible
4.	withholding	witholding	withholdding
5.	remitence	remmitance	remmitence
6.	preferrence	prefference	preference
7.	simulltaneously	simultaniously	simultaneously
8.	receipient	recipient	recipiant
9.	previous	preveous	preivus
10.	parcial	parcel	partial
11.	neccessary	necessery	neccessery
12.	miscellaneous	misellaneous	miscelanious
13.	intterupting	interruping	interrupting
14.	calendar	calendor	calender
15.	acessery	accessory	accesory
16.	descrepancy	discrepancy	discrepency
17.	convinient	convenent	convenient
18.	accompaniment	accompaniment	accommpanyment
19.	confedential	confedencial	confedintial
20.	critisism	critisizm	criticism

	(A)	(B)	(C)
21.	achievement	acheivement	achievment
22.	dependible	dipendable	dependable
23.	forfieted	forfietted	forfeited
24.	dissatisfyed	dissatisfied	disatisfied
25.	compitent	competant	competent
26.	privilege	priveledge	priviledge
27.	envirenment	environment	invirenment
28.	enquires	inquires	inquiries
29.	advizory	advizery	advisery
30.	guaranteed	garanteed	guarenteed
31.	psychological	sicological	phychologicle
32.	jepardised	geopardized	jeopardized
33.	occasion	ocassion	ocation
34.	omition	ommition	omission
35.	apologize	apologise	appologize
36.	enterprize	enterprise	interprise
37.	separate	seperate	sepperate
38.	equiptment	equipment	equippment
39.	anticipation	antisipation	anticipashun
40.	similiar	similar	simillar
41.	sincerly	sincerely	sencerely
42.	embezle	embezzel	embezzle
43.	bookkeeper	bookeeper	bookeepper
44.	criticize	criticise	creticize

	(A)	(B)	(C)
45.	substanshul	substancial	substantial
46.	bussiness	busines	business
47.	embarassing	embarrassing	embarrasing
48.	ultimately	ultemately	ultimatelly
49.	gratitude	graditude	gratetude
50.	likelyhood	likelihood	liklihood

SPELLING WORDS

8.11c

Spell the following 100 words with 80 percent accuracy. Define the following 100 words.

1. financial
2. credentials
3. principal
4. obligation
5. prospect
6. standards
7. subscribed
8. membership
9. minimum
10. contemplate
11. taxes
12. security
13. cancellation
14. guarantee
15. reservation
16. affords
17. president
18. commercial
19. extremely
20. consider
21. encourage
22. winter
23. edition
24. obtain
25. treatment
26. hesitate
27. estimate
28. medical
29. catalog
30. depositor
31. transcript
32. depreciate
33. negotiations
34. population
35. personnel
36. perhaps
37. services
38. accommodate
39. frequently
40. analysis
41. congratulations
42. clients
43. apparently
44. application
45. entrust
46. establishment
47. accordingly
48. thorough
49. annually
50. practical
51. installation
52. associate
53. outstanding
54. pleasant
55. comfortable
56. collect
57. reference
58. inflation
59. terminate
60. transferred
61. bureau
62. qualifications
63. applicant
64. medium
65. interview
66. finest
67. temporarily
68. executive
69. substantially
70. commitment
71. amount
72. investment
73. courteous
74. preparation
75. media
76. major
77. accept
78. booklet
79. assistant
80. treasure
81. promote
82. occurred
83. impossible
84. position
85. adopted
86. recommendation

87. indicate
88. directly
89. examine
90. variety
91. efficiency
92. operate
93. explanation
94. appointment
95. convinced
96. discount
97. duplicate
98. promptly
99. announcement
100. reaction

DEFINE THE FOLLOWING WORDS

1. necessarily
2. bulletin
3. equipped
4. inconvenience
5. receive
6. guidance
7. whether
8. agreeable
9. questionnaire
10. sincerely
11. grateful
12. analyze
13. circumstantial
14. separate
15. columns
16. treasurer
17. courteous
18. transferred
19. maintenance
20. exist
21. itinerary
22. handle
23. policies
24. truly
25. facilitate
26. exhausted
27. cooperation
28. likely
29. reimbuse
30. expense
31. guarantee
32. almost
33. fiscal
34. personnel
35. familiar
36. colleagues
37. identical
38. February
39. awkward
40. career
41. similar
42. impartially
43. anticipated
44. restaurant
45. volume
46. identical
47. extensive
48. expedite
49. audience
50. credible

SPELLING TEST

8.11e

1. neighbor
2. colleague
3. receive
4. premium
5. temporarily
6. substitute
7. delinquent
8. reputation
9. solicit
10. significant
11. participants
12. hospitality
13. believe
14. intriguing
15. exhausting
16. obsolete
17. grammar
18. negotiations
19. mortgages
20. courteous
21. bachelor
22. inheritance
23. partially
24. equipped
25. existence
26. recommendation
27. innovations
28. acknowledging
29. referred
30. enterprise
31. satisfactorily
32. references
33. attorneys
34. pamphlets
35. pension
36. opportunity
37. complimentary
38. questionnaire
39. privilege
40. vocabulary
41. embarrassing
42. immediately
43. receipt
44. substantially
45. automatically
46. misimpression
47. accommodate
48. physical
49. dependents
50. miscellaneous

WORD CHOICE EXAMINATION

8.12

Choose the correct word similar in sound but different in meaning and write the word in the space provided.

1. One should never (accede, exceed) the posted speed limit. _____

2. Please (accept, except) my sincere congratulations. _____

3. I will place an (add, ad) in Sunday newspaper. _____

4. We plan to (adapt, adept, adopt) the book for use in our classes. _____

5. Have you seen the new (addition, edition) of the typing book? _____

6. Your students need (advice, advise) on the correct punctuation to use. _____

7. What (affect, effect) will increasing prices have on inflation? _____

8. Will you please (aide, aid) me with my project. _____

9. You will not be (allowed, aloud) to do your homework in class. _____

10. If you drop the glass on the floor, it will (brake, break). _____

11. I usually (by, buy) my shorthand notebook from the book store. _____

12. The (capitol, capital) of South Carolina is located in Columbia. _____

13. What (course, coarse) of action do you plan to take? _____

14. The student was (complemented, complimented) on her fine work. _____

15. The student (counsel, council) will hold its regular meeting on Monday, September 8. _____

16. Will you help me (devise, device) a formula to solve the problem? _____

17. The plane (fair, fare) was less that I had expected. _____

18. Judy lives (farther, further) from school than I do. _____

19. The contractors are on the second (phase, faze) of the building program. _____

20. All schools begin their (physical, fiscal) year on July 1. _____

21. His machine has a (guaranty, guarantee) that is better than most. _____

22. Did you (hear, here) that Mrs. Smith will not be in class tomorrow? _____

23. The company will (hire, higher) ten more employees. _____

24. There is a (whole, hole) in your typewritten paper. _____

25. (It's, its) a beautiful day to go to the beach. _____

26. He (new, knew) we were going to have a test today. _____

27. The (lesson, lessen) was more difficult than we had expected. _____

28. Mary did not (know, no) the answer to the question. _____

29. His (lone, loan) was approved by the bank yesterday. _____

30. Please do not (loose, lose) your keys to the typing room. _____

31. John could not be hired at the plant because he is a (miner, minor). Eighteen is the minimum age. _____

32. The (moral, morale) of the group was especially high. _____

33. For some reason, you are always late in the (mourning, morning). _____

34. Your payment of $400 is now sixty days (overdo, overdue). _____

35. There was a (pare, pair, pear) of shoes missing from my closet. _____

36. In the (past, passed) month, we received more than 5,000 orders. _____

37. Teachers must have (patients, patience) with their students. _____

38. A (peace, piece) of pie costs 50 cents. _____

39. All his (personal, personnel) effects were ruined when fire destroyed his home. _____

40. Mr. Jones will board the (plane, plain) at 9:15 in the morning and will arrive in New York at 1:30 in the afternoon. _____

41. The meeting will (proceed, precede) as scheduled, even though the speaker will be late. _____

42. Mr. Hiott, who is the (principle, principal) of Fort Johnson High School, will be out of town next week. _____

43. All (residents, residence) of the community will vote on the issue next Wednesday. _____

44. The (sight, site) of the new Palmer Campus will be located near the Ashley River. _____

45. Please type the letter on letterhead (stationary, stationery). _____

46. The group will be staying in a (suit, suite, sweet) on the tenth floor. _____

47. (There, Their, They're) are twenty students in my class who are superior students. _____

48. (There, Their, They're) work is of good quality. _____

49. He (threw, through) the ball seven yards. _____

50. The students will be there, (to, two, too). _____

TEST ON WORD DIVISION

8.16

Which one word in each group can be divided?

1. shipped stretched certain screamed trough pressed through scouts strength

2. strained stretched fought scrounged should streams sponged grounds believe schemed

3. shouldn't wouldn't taugth stuffed couldn't scorched flights mightn't spilled letters

4. didn't shopped joined blazed wished oughtn't balanced dreamed sparked stewed

5. every gypsy swished any deny, stuffed preached pinned didn't arrows please

6. can't speared who's scowled often; shrouds drained crawled isn't after

Which one term in each group can be divided?

7. there's squeaked WFSU-TV slyly swished preached other plight partner stooped

8. Y.M.C.A. programmed UNESCO hadn't plunged Mrs. Dr. cleaned USN(R)

9. $1,000.00 won't switched 175,000,000 ever strange $9,465.50 naught UCLA schooled

10. hasn't frowned where's taught AMVETS 3,000,000 shamed squired message Prof.

Correct the error in each group.

11. dis-mal prod-uct wonder-ful for-tress $1,200,-000.00 flip-ped gar-ment help-ful

12. stream-line post-card knowl-edge pard-ons execu-tive ex-treme exter-nal hadn't

13. num-bered ef-fect six-ty, a-round ask-ing veri-fied hum-ble al-leys gyp-sy;

14. ac-cept de-fend teach-ers as-sume re-gret straight-ened bright-ly in-side soft-ly!

15. with-stand every-one help-less over-due who-ever super-duper sum-mertime re-ceipt

16. shimmer-ing pre-fix re-veal headmas-ter farm-yard hat-band right-ly wel-come

17. over-confident super-intendent second-class inter-national underes-timate post-mark

18. scape-goat trail-blazer au-tograph inter-nal self-control extra-curricular mis-chief

19. mis-sion frac-ture hope-fully grac-ious empti-ness senti-ment detec-tive busi-ness

20. curios-ity presiden-tial danger-ous aim-less hopeful-ly, vis-ible miser-able report-ers

21. pedi-atrics radi-ators or-ient have-beens will-ingly par-tial photo-graph er-rors

22. photog-rapher devi-ation recre-ation re-buff ide-as second-class usu-ally annu-ally

23. elimi-nated deli-cate kilo-watts semi-annual reso-lute mon-ument one-handed spe-cial

24. pos-sible like-ly! presi-dent contro-versy cit-izen inspira-tion criti-cize toothy

ANSWER KEY

1. certain
2. believe
3. letters
4. balanced
5. arrows
6. often;
7. partner
8. programmed
9. 175,000,000
10. message
11. flipped
12. par-dons
13. around
14. brightly
15. summer-
16. head-
17. under-
18. auto-
19. gra-
20. hope-
21. ori-ent
22. ideas
23. monu-
24. citi-

PROOFREADING

DIRECTIONS: Proofread the letter and mark all errors. You should find at least 10 errors.

February 1, 196

The Nashville Times
13300 South Main Street
Nashville 2, Tennessee

Gentlemen:

Please inert the following advertisement for help wanted in your next Saturday and Sunday issues:

> Wanted: Store Manager
> Fine chance for young man, 25 to 35 , who had had experience in retail operations and wants responsibility and advancement. Salary open. Send complete information, including references, to:
>
> Southern States Corporation
> Birmingham 3. Alabama

Please display the heading and our company name in type sizes to fill the column width. Payment will bemade upon receipt of your bill and evidence of publication.

Yours very truly

Southern States CORPORATION

Lauren I. Clifton
Vice-President

PROOFREADING

DIRECTIONS: Proofread and correct the following copy. You should find a total of 16 errors, disregarding the incorrect line length.

MANUSCRIPT LINE SPACING

A report for Typing II

By Edward Scripp

"When should a manuscript be ryped with duoble spacing and when should it be typed with single spacing?" This is a question that concerns many typits.

WHEN TO DUOBLE SPACE

A manuscript should be double spaced when is it prepared f or the eyes of a critical reader who may need space in which to mark comments and corrections.

So, work that is prepared for a teacher or an editor to read is bast typed in double spacing as this page is.

WHEN TO SINGLE SPACE

a manuscript should be sengle spaced when the matter of supplies or filing space in inportant.

Inn business, for example, many reports are dupicated so that each head of a department may receive copy. Of the report is long, using single spacing will save a

PROOFREAD

DIRECTIONS: Pencil a check mark above each error in the letter below (technical, grammatical, or typographical) and then circle in the answer column the number of errors you find in each line.

		CIRCLE NUMBER OR ERRORS
Ex.	Miss. ✓ Evangeline T ✓ Powers	Ex. 0 1 (2) 3 4
1.	1935 portside Avenue,	1. 0 1 2 3 4
2.	West Bangor 12 Main	2. 0 1 2 3 4
3.	Dear Miss Power:	3. 0 1 2 3 4
4.	It was kind of your to tell us frankly than you	4. 0 1 2 3 4
5.	beleive our magzine, THE ORGANIZATION JOURNAL	5. 0 1 2 3 4
6.	"is fine but costs too much". We must not have	6. 0 1 2 3 4
7.	invited your attention to the great savings you	7. 0 1 2 3 4
8.	you can earn by taking a long-term subsciption	8. 0 1 2 3 4
9.	to the magazine! Sorry' here are the current rates:	9. 0 1 2 3 4
10.	One Years $5.00 42 cents a copy	10. 0 1 2 3 4
11.	Two Years 8.00 33 cents a coyp	11. 0 1 2 3 4
12.	Thee Years 10.00 28 cents a copy	12. 0 1 2 3 4
13.	Five Years 12.00 20 cents a copy	13. 0 1 2 3 4
14.	The deduced rates for longterm subscriptions	14. 0 1 2 3 4
15.	are possible of course, because we'are spared	15. 0 1 2 3 4
16.	the cost (about $1.5) of reminding you to renew.	16. 0 1 2 3 4
17.	Don't you agree that THE ORGANIZATION JOURNAL	17. 0 1 2 3 4
18.	are worth 28 or 20 ¢ a copy?	18. 0 1 2 3 4
19.	If you agree and we hope you do, please circle	19. 0 1 2 3 4
20.	the years for for which you would like you're	20. 0 1 2 3 4
21.	subscription extended and than retrn this letter	21. 0 1 2 3 4
22.	to us. We'll mail your bill in Early june	22. 0 1 2 3 4
23.	Yours Very Sincerely,	23. 0 1 2 3 4

TASK 8.18 Identify the structural parts of a typewritten letter with 100 percent accuracy.

8.19 Write the unarranged letter in three acceptable forms as instructed by the teacher with 100 percent accuracy.

Suggested Forms:

Blocked: Date line, complimentary close, and writer's identification begin at center. All other lines begin at left margin.

Semiblocked: Same as blocked, except the first line of each paragraph is indented five spaces.

Full-Blocked: All lines begin at left margin. Copy may be set off from the rest of the letter by indenting.

Simplified: Same as full-blocked, but with these additional features: the salutation is replaced by an all-capital subject line; the complimentary close is omitted; the writer's identification is typed in all capitals letters on one line; and open punctuation is always used.

(Sample Letter)

Mrs. Frank Pons/524 Walker Street, S.W./Vienna, VA 22180/Dear Mrs. Pons/The Admore Savings and Loan Association found 19-- to be a most significant year. Continuous growth through the years and the resultant need for additional space have made necessary larger main office headquarters. We moved into our new building at 7201 Bertalot Boulevard last week. Although our new home is quite different from our former one, we hope you will agree that we are still the same friends who have served you for many years.

For your added convenience, the Eastern Burke Branch was opened in late February. The closeness of this branch to the central business district is an advantage.

On behalf of the Association, I wish to thank you, Mrs. Pons, for your continued confidence and loyalty./ Sincerely yours/Trelles G. Case/President and Managing Trustee/xxx/

Interoffice Memorandum

TO:

FROM:

SUBJECT:

DATE:

CUT, OR CREASE AND TEAR CAREFULLY, ALONG THIS LINE

Interoffice Memorandum

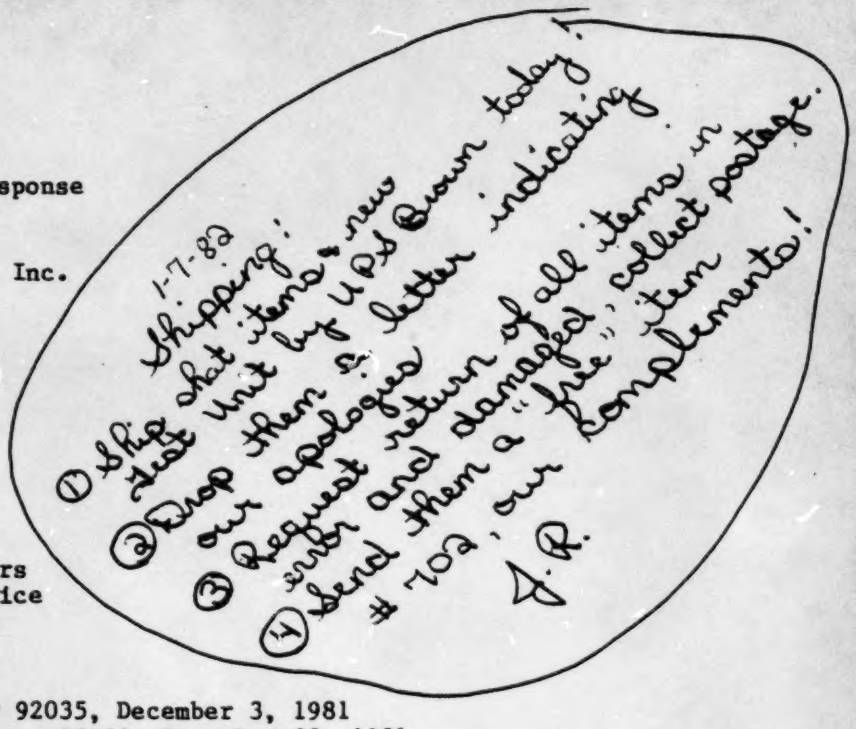
TO:

FROM:

SUBJECT:

DATE:

8.21 Business Letter Response



Blue Ridge Electronics, Inc.
135 Altamont Avenue
Shelby, NC 28135

January 5, 1982

ERC Electronics Suppliers
Attention Customer Service
15 W. Kearny Villa Road
San Diego, CA 92123

Re: Our Purchase Order 92035, December 3, 1981
Your Shipping Invoice 08902, December 28, 1981

Gentlemen:

On inspecting our shipment of supplies and equipment, we find the following errors and damage.

Reference our purchase order.

Line 1, ordered transistors TRC 456, shipped TRC 457
Line 3, ordered #547, shipped #557
Line 6, Field Test Unit - damaged (unit power supplies in form of battery pack came loose and broke test meter) We estimate unit cannot be repaired locally and requires replacement.
Line 8, Cable, RF, Adaptors: Two dozen ordered. One dozen shipped.

This was a large order and we are not upset by minor shortages or errors. The damaged Field Test Unit, however, is another situation. It is apparent that the packer did not properly pack the unit for shipment. When you ship us a new Test Unit, we ask that it be properly packed.

Please tell us how you would like to handle the return of the shipment made in error and the damaged Test Unit. If you wish to be paid for the items received, we will deduct for the items shipped in error and damaged, and pay for the remaining items when they are received.

Sincerely yours,

Howard R. Galloway

Howard R. Galloway
Purchasing Agent
Blue Ridge Electronics, Inc.

HRG/tae

(Do Not Write In This Box)

INTERVIEWED BY_____

DATE EMPLOYED_____

DEPARTMENT_____

POSITION_____

SALARY_____

PERSONNEL RELATIONS DEPARTMENT

EMPLOYMENT APPLICATION

DATE OF APPLICATION_____

SALARY DESIRED_____

POSITION APPLIED FOR_____ First Choice _____ Second Choice

Please answer each question fully. All information will be considered confidential.

FULL NAME (Printed) _____ MALE ☐ FEMALE ☐ AGE _____

First Middle Last

PRESENT ADDRESS _____ PHONE NO. _____

Street City State

DATE OF BIRTH _____ ARE YOU A CITIZEN OF THE U. S. A. YES ☐ NO ☐ FATHER'S OCCUPATION _____

IF YOU HAVE SERVED IN THE U. S. ARMED SERVICES PLEASE ANSWER

BRANCH_____ FROM_____ TO_____ RANK_____

DESCRIBE ANY DUTIES PERFORMED THAT MIGHT APPLY TO CIVILIAN OCCUPATIONS

_____

Check Your Status:

SINGLE ____ SEPARATED ____ HOME OWNER ____

MARRIED ____ WIDOW ____ LIVING AT HOME ____

DIVORCED ____ WIDOWER ____ BOARD ____

RENT ____

NUMBER OF DEPENDENTS_____ (DO NOT COUNT YOURSELF)

SOCIAL SECURITY NO._____

STATE OF HEALTH EXC. ☐ GOOD ☐ POOR ☐

WEIGHT ____ HEIGHT ____

TIME LOST THROUGH ILLNESS IN LAST THREE YEARS_____

NATURE OF ILLNESS_____

WHO REFERRED YOU TO US?_____ PLEASE GIVE PARTICULARS____

SPECIAL INTERESTS OUTSIDE OF BUSINESS ARE: 1. _____ 2. _____ 3. _____

HOURS PER WEEK DEVOTED TO INTERESTS: 1. _____ 2. _____ 3. _____

EDUCATION

GRADE	NAME OF SCHOOL	LOCATION	MAJOR	COURSES TAKEN	No. Years Attended	Did You Graduate?	Year Graduated
ELEMENTARY			XXXXX				
PREPARATORY OR HIGH			XXXXX				
COLLEGE							
OTHERS							
BUSINESS OR VOCATIONAL							
[illegible]							

(over)

EMPLOYMENT RECORD

(Beginning with Last)

FORMER EMPLOYERS	YOUR POSITION AND DUTIES	DATES	SALARY RECEIVED	SUPERVISOR'S NAME	REASON FOR LEAVING
NAME					
ADDRESS		FROM	START		
		TO	FINAL	TITLE	
NAME					
ADDRESS		FROM	START		
		TO	FINAL	TITLE	
NAME					
ADDRESS		FROM	START		
		TO	FINAL	TITLE	
NAME					
ADDRESS		FROM	START		
		TO	FINAL	TITLE	
NAME					
ADDRESS		FROM	START		
		TO	FINAL	TITLE	

PERSONAL REFERENCES

(Not Relatives or Former Employers)

NAME	ADDRESS	OCCUPATION	YEARS ACQUAINTED

KNOWLEDGE SUMMARY

OFFICE	PLEASE GIVE SPECIFIC INFORMATION CONCERNING YOUR WORKING KNOWLEDGE OF:
	CLERICAL
	BOOKKEEPING OR ACCOUNTING
	TYPING YES ☐ NO ☐ SPEED: SHORTHAND YES ☐ NO ☐ SPEED:
	OFFICE MACHINES
PUBLISHING	EDITORIAL
	BUSINESS
	SELLING
	ILLUSTRATION
GENERAL	Other

(Do Not Fill In Space Below)

I certify that answers given in this application are correct. As a condition of employment I agree to undergo a physical examination by a physician designated by the Company.

SIGNED

B-114

MANUSCRIPTS

DIRECTIONS: Insert the missing words in the answer column.

		PLACE YOUR ANSWERS HERE
1.	A business report is likely to be _____ spaced if	1. _____
2.	it is to be _____ for distribution. When the	2. _____
3.	report is single spaced, _____ margins are used	3. _____
4.	and standard _____ for all display lines is used.	4. _____
5.	A "running head" is typed in all- _____. It is	5. _____
6.	intended to _____ a manuscript page so it may	6. _____
7.	be recognized if it becomes _____. It is typed	7. _____
8.	on the same line as the _____ number.	8. _____
9.	If a manuscript is to be _____ at the side, the	9. _____
10.	margin on the left should be one- _____ inch wider	10. _____
11.	than the one on the _____. One manuscript likely	11. _____
12.	to be sidebound is a book _____. The extra	12. _____
13.	_____ can be provided mathematically by moving the	13. _____
14.	margin and tab stops _____ spaces to the right.	14. _____
15.	The extra _____ can be provided mechanically by	15. _____
16.	moving the _____ _____ a quarter inch to the left	16. _____
17.	A business report has standard _____ arrange-	17. _____
18.	ment except that spacing is likely to be _____	18. _____
19.	and the heading to include a _____ head.	19. _____
20.	A book manuscript has standard _____ arrange-	20. _____
21.	ment except that pages include a _____head and	21. _____
22.	provide _____ space in the left margin. The	22. _____
23.	body will be typed in regular _____ spacing.	23. _____

MANUSCRIPTS

DIRECTIONS: The following questions concern the minature manuscript illustrated below. In the answer column write the letter or number that answers each question.

(A) Word Division

(B) A Report by Ann Hale

(C) The rules for word division

(D) can be divided into two groups:

(E) the Try-To and Have-To rules.

(F) The Try-To Rules

(G) 1. Try to avoid division

(H) of words whenever possible. This

PLACE YOUR ANSWERS HERE

Ex. Which line is the main title? . . . . . Ex. a

1. Which line is a sideheading?. . . . . 1. _____
2. Which line is a by-line?. . . . . 2. _____
3. Which line illustrates the use of a paragraph heading?. . . . . 3. _____
4. Which two lines should be typed in all-capital letters?. . . . . 4. _____
5. Which two lines should be centered horizontally on the page?. . . . . 5. _____
6. Which two lines should be followed by two blank lines?. . . . . 6. _____
7. On what line from the top of the page should Line A be typed? . . . . . 7. _____
8. How many spaces should the paragraphs be indented?. 8. _____
9. What line length (in inches) should be used if the reports is 2 pages? . . . . . 9. _____

TASK 8.30 Set up a bibliography using the following publications dividing them into books, references, and periodicals.

Hutchinson, E. Lillians, and Ruth E. Gavin. Reference Manual for Stenographers and Typists. New York: Gregg Publishing Division, McGraw-Hill, 1961.

Gregg, John R. Applied Secretarial Practice. New York: McGraw-Hill, 1962.

National ZIP Code Directory. Washington: Post Office Department, Post Office Department Publication 65, 1967.

Random House Dictionary of the English Language. Jess Stein, editor, New York: Random House, 1966.

The Secretary. Kansas City, Mo.: National Secretaries Assoc. International

Gavin, Ruth E., and E. Lillian Hutchinson. Reference Manual for Stenographers and Typists. New York: Gregg Publishing Division, McGraw-Hill, 1961.

Roget's International Thesaurus. Christopher O. S. Mawson, ed., New York: Thomas Y. Crowell Co. 1962.

Webster's New Collegiate Dictionary. Springfield, Mass.: G. & C. Merriam, 1965.

Today's Secretary. New York: Gregg Publishing Division, McGraw-Hill, Monthly.

Handbook of Advanced Secretarial Techniques. Prepared by the editorial staff of Prentice-Hall, Inc. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1962.

Hutchinson, Lois Irene. Standard Handbook for Secretaries. New York: McGraw-Hill, 1964.

Webster's Dictionary of Synonyms. Springfield, Mass.: G. & C. Merriam, 1951.

MODULE 8.0, BUSINESS ENGLISH

PROFICIENCY REPORT

PROFICIENCY REPORT
for

_____
Vocational Course

Student: _____

High School: _____

Vocational Center: _____

Date Training Initiated: _____
First Year Completed: _____
Second Year Initiated: _____
Second Year Completed: _____

Instructor: _____

DIRECTIONS: The purpose of the proficiency report is to communicate to the student, other instructors, or potential employers the abilities that a student has demonstrated to the instructor in vocational training. Mark each task as soon as possible after instruction or skills demonstration. If instruction is not aimed as task proficiency, or if only an orientation or introduction to the task was provided, DO NOT mark a proficiency level or mark Level 0. Levels 1-4 indicate that instruction was given and the proficiency may be interpreted as follows:

Level 0	No skill level demonstrated or proficiency training not given in the skill.
Level 1	Individual's skill level is not that generally expected for entry level employment.
Level 2	Individual's skill level probably is that generally expected for entry level employment, but the individual probably will need close on-the-job supervision for a while longer.
Level 3	Individual's skill level is that generally expected for entry level employment.
Level 4	Indivdual's skill level is equal to that of a worker with some on-the-job experience.

For further description of the levels of proficiency, see the "Proficiency Report" section of the Policies and Procedures Guide for Articulation Between The School District of Greenville County and Greenville Technical College

Student's Name _____

PROFICIENCY REPORT

BUSINESS ENGLISH

TASKS	Proficiency Level 0	Level 1	Level 2	Level 3	Level 4	Date Completed	Instructor's Initials
MODULE 8.0 BUSINESS ENGLISH							
8.01 Accurately identify Seven Parts of Speech							
8.02 Composed four Types of Grammatically Correct Sentences							
8.03 Demonstrated Use of Unity, Coherence, and Emphasis							
8.04 Ability to Punctuate Sentences Correctly							
8.05 Ability to Use End Punctuate Marks Correctly							
8.06 Skilled in Use of Common Abbreviations							
8.07 Able to Apply Capitalization Rules Correctly							
8.08 Correctly Observed Rules of Number Expression							
8.09 Able to Arrange Sentences in Logical Sequence for Developing Paragraphs							
8.10 Ability to Edit and Rewrite Paragraphs Correctly							
8.11 Ability to Define and Spell Correct Business Words							
8.12 Able to Use English References to Choose Correct Words for Content							
8.13 Demonstrated Skill in Use of Dictionary and Thesaurus							
8.14 Located Information in Telephone and City Directories							
8.15 Demonstrated Proper Use of Readers' to Periodicals							
8.16 Used English References to Divide Words							
8.17 Demonstrated Proofreading Skills Correcting Grammatical, Spelling, and Punctuation Errors in Rough drafts							
8.18 Ability to Identify Structural Parts of a Business Letter							
8.19 Wrote Business Letters in Three of Four Styles with 100 percent accuracy							

Student's Name _____

PROFICIENCY REPORT

BUSINESS ENGLISH

TASKS	Proficiency Level 0	Level 1	Level 2	Level 3	Level 4	Date Completed	Instructor's Initials
MODULE 8.0 BUSINESS ENGLISH (Continued)							
8.20 Composed Short Memorandum Demonstrating Correct English Usage and Composition							
8.21 Composed Letter Responses Supplying Information Requested with 100 percent accuracy							
8.22 Composed Business Correspondence with Correct English Usage and Content Acceptable to Instructor							
8.23 Composed Messages of Goodwill Using Correct English Rules, Content Acceptable to Instructor							
8.24 Demonstrated Good Human Relations Techniques in Composing Various Business Communications							
8.25 Composed Personal Data Sheet or Resume Using Correct Information and Format							
8.26 Composed a Letter of Application							
8.27 Completed Job Application Form Using Biographical Data							
8.28 Composed a Topic Outline for Original Report or Manuscript							
8.29 Composed a Report or Manuscript							
8.30 Developed a Bibliography from an Original Report of Manuscript							
8.31 Ability to Write, Edit, and Revise Minutes of Meeting							
8.32 Demonstrated Oral Business Conversations Skills							
8.33 Demonstrated Procedures and Conduct During a Job Interview							
8.34 Displayed Positive Body Language and Gestures in Oral Presentation							
8.35 Ability to Develop Listening Skills							
8.36 Ability to Solve Communications Problems Effectively							

Comments:

Instructor's Signature: _____

MODULE 8.0, BUSINESS ENGLISH

EQUIPMENT LIST

- Tape Recorder
- Typewriter per student: Electric or manual
- Speaker's stand

MODULE 8.0, BUSINESS ENGLISH

REFERENCES

Textbooks

Stewart, Marie M.; Lanham, Frank W.; and Zimmer, Kenneth. Business English and Communications, New York: Gregg Division McGraw-Hill Book Company, 1967.

Other References

Language Arts Composition and Grammar Guide, Grades K-5, Greenville, SC: The School District of Greenville County, 1981.

English Grammar and Composition Guide, Grades 6-12, Greenville, SC: The School District of Greenville County, 1980.

State Adopted Textbooks

Business English in Communications, Chamblee, GA: Prentice-Hall, Inc., 1975.

Activities Book and Text Book

Effective English for Business Communications, Cincinnati, OH: South-Western Publishing Co., 1970.

Study Project Workbook and Achievement Tests

English the Easy Way, Cincinnati, OH: South-Western Publishing Co., 1977.

Workbook and Test 1-2 and Final Examination

Punctuation: A Programmed Approach, Cincinnati, OH: South-Western Publishing Co., 1972.

Workbook

Word Studies, Cincinnati, OH: South-Western Publishing Co., 1972.

Study Assignments Workbook and Spelling Tests and Examination

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Document Title
Module Number
Task Number or Page Number

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Document - .05¢ per page (1982)

Who to contact:

Occupational Education Articulation Program
The School District of Greenville County
c/o Donaldson Vocational Center
Donaldson Center
Greenville, SC 29605
(or)
Consultant, Vocational Education
The School District of Greenville County
(or)
Associate Vice President for Education
Greenville Technical College

BINDER DESIGN

(Occupational Education Articulation Program)

The binder design is simple and straightforward

Two triangular figures, in balance, represent the two institutions participating in articulation.

Two levels of training are represented by the placement of the triangles and the identification of the two institutions.

Horizonal and vertical lines represent lateral and vertical articulation.

The diagonal across the design represents the progressive movement in career development for successful job performance.

The two figures are not closed when they face, but allow for interaction and are linked by the document titles: "Articulation Policies and Procedures Guide" and "Articulated, Performance-based Instruction Guide."

Binder covers by the Graphics Arts program
Donaldson Vocational Center
The School District of Greenville County